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ABSTRACT

This is the 1974-75 progress report of Project Open at Cox Landing Junior High School in Cabell County, West Virginia. The first chapter contains a description of the Project Open concept and is followed, in chapter two, by a statement of purpose which declares that the project was established to create a uniform program in the fine and practical arts that would entail a relevant scope and sequence to assist in preparing students living in a technological society. Major achievements of the 1974-75 project year and internal and external evaluations are the subjects of the next two chapters. Future plans, and conclusions and recommendations for the project are discussed in the final two chapters. Appended are the Project Open contract, a list of identified unified arts programs, a list of sample teacher development unified arts units, the inservice schedule and workshop agenda, a draft of the Cabell County unified arts curriculum guide, the school schedule, a sample elementary technology unit plan, and a sample of a daily log. (RC)

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ED117038

1974-1975 PROGRESS REPORT

for

PROJECT OPEN

at

COX LANDING JUNIOR HIGH SCHOOL

CABELL COUNTY, WEST VIRGINIA

July, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SP009 731

Submitted by

JOHN M. RITZ
Training Associate in Technology Education
College of Human Resources and Education
West Virginia University

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CHAPTER I

DESCRIPTION OF THE PROJECT

The Project Open Concept

"Project Open" is a curriculum development services agreement arranged between the Cabell County Board of Education and the West Virginia University Board of Regents. A copy of this contract describing this agreement appears in Appendix A.

The curriculum development agreement is designed to furnish Cabell County schools with a planned unified arts middle grades curriculum and professional development for teachers who will implement this curriculum. The agreement is made on a cooperative basis to achieve designated programmatic and professional development needs of Cabell County's comprehensive educational plan.

The idea for the "Project Open" at Cabell County orginated in meetings between the Cabell County Assistant Superintendent of Instruction, the West Virginia State Department of Education, and the Training Program for Teachers in the Technologies of West Virginia University.

As Cabell County entered into the agreement with West Virginia University, it accepted certain responsibilities. The Board of Education agreed:

1. To provide instructional materials, devices, and other services required for the successful implementation of the program design at a level consistent with normal operation or as required by the new curriculum design agreed to by the county,

2. To assign a member of the Cabell County Superintendent's Staff to the project as a liaison with the Training Associate and the Technology Teacher Center at West Virginia University, and

3. To secure the cooperation of all county personnel directly related to the project, including the Principal of each school where the curriculum will be implemented.

West Virginia University, through the Technology Teacher Center, will provide the county with consultant services in curriculum development for "unified arts". The consultant (training associate) will receive support by the staff and facilities of the Technology Teacher Center.

By mutual consent, the county and university selected John M. Ritz as the teacher/scholar in the technologies responsible for the project. Mr. Ritz is engaged in doctoral studies in the Technology Education Program at West Virginia University, while at the same time providing an average of twenty man-hours per week in the development of the unified arts curriculum guide for the middle grades and teacher inservice at Cabell County.

When Mr. Ritz agreed to become the Training Associate responsible for "Project Open" Cabell County, he accepted a number of responsibilities. He agreed:

1. To plan a program of action leading to the design, development, implementation, and publication of an appropriate curriculum for the unified arts team at Cox Landing,
2. To design and conduct an inservice education program for the unified arts teachers at Cox Landing,
3. To secure ancillary services as needed for the success of the project,
4. To develop and conduct program evaluation of the project, and
5. To publish and distribute to officials of Cabell County the results of the curriculum development effort.

Description of the Unified Arts Approach to Curriculum Design

From the onset of the project the training associate and the Technology Teacher Center have been conducting literature searches to identify information relevant to the unified arts curriculum project. A computer literature search was conducted with no usable responses. The ERIC system and dissertation abstracts were reviewed producing a few documents covering unified arts information. The other sources of literature searched were periodicals and journals in the field of education. In all, few references exist describing this approach to curriculum design.

Due to the shortage of literature and research results covering the positive aspects of the unified arts approach to curriculum design, the Training Associate decided to conduct research with existing unified arts programs to gather additional information.

From research, literature review, and personal experiences, the Training Associate and unified arts staff at Cox Landing schools developed a definition and objectives for the Cabell County Unified Arts Curriculum Program. Unified or related arts may be defined as an interdisciplinary approach to the teaching of art, home economics, and industrial arts. The aim of the unified arts program is to design a co-educational "learn-by-doing" curriculum. Each discipline included in the unified arts curriculum should retain its identity, but an emphasis should be placed on overlapping similar areas of instruction wherever possible. In achieving this goal, the developed curriculum shows the relationship among the three disciplines and thereby makes learning a more meaningful experience. In this way, the student is treated as a whole person and not segmented into individual disciplines. The ultimate objective of a unified arts program is to develop broader concepts so students will be better able to make realistic decisions concerning their educations and vocations in the future.

The objectives developed for the Cabell County Unified Arts Program include the following:

1. To guide the learner toward more successful relationships with peers and family through a better understanding of himself and his needs.
2. To assist the learner in adjusting to his environment through an examination of social roles and an evaluation of the expectations of his society.
3. To provide the learner with a variety of experiences so that he may discover new interests and further develop those which already exist.
4. To develop the learners basic understanding in the safe use of common tools, machines, and appliances located in the learner's environment so that he may have a workable knowledge of their function and respect for their care and use.
5. To allow the learner to work creatively with a variety of materials and help him to develop manipulative skills.
6. To develop in the learner a positive work attitude, self-direction, self-discipline, and a respect for property and the rights of others.

7. To help the learner to become familiar with a variety of vocations in our society and develop constructive uses of leisure time.

8. To accommodate the needs, interests, and potentialities of each learner.

This definition and set of objectives provides a broad base upon which to build the Cabell County Unified Arts Curriculum Guide. They are based upon the needs of students and not, as the literature indicates, on the needs of school schedule or budgets.

Community of Cox Landing

To fully develop and test the unified arts curriculum guide being developed for Cabell County, pilot schools with designated unified arts staff were selected. Cox Landing is the location of the identified schools. The community of Cox Landing is located between Big Seven Mile and Nine Mile Creeks, on the Ohio River. It is approximately seven miles east of Huntington, West Virginia on Route 2 (the Ohio River Road). See Figure 1. Huntington is located in Cabell County and is the largest city in the state. The curriculum guide is being developed and tested at Cox Landing, but it is intended to be implemented county wide when the project is fully developed.

Cox Landing is a mute reminder that there was a steamboat landing at this point on the Ohio River. At that time there was a stave mill, a copper shop, and a steam grist mill in the center of Cox Landing. In 1883, when the B & O Railroad went through Cox Landing was a very busy community. It was a central shipping place for the community and area. Tan bark, ties, and lumber were shipped, and the largest industries of the community were the stove mill and copper shop which made barrels.

The community no longer has its then primary industries, transportation and barrel production. Today Cox Landing is primarily a suburban and rural community for those employed in Huntington. Although Cox Landing is approximately three-quarters of a mile square, its schools serve students from an area five miles west on Route 2 to the flood walls at Guyandotte and north on Route 2 to the Mason County

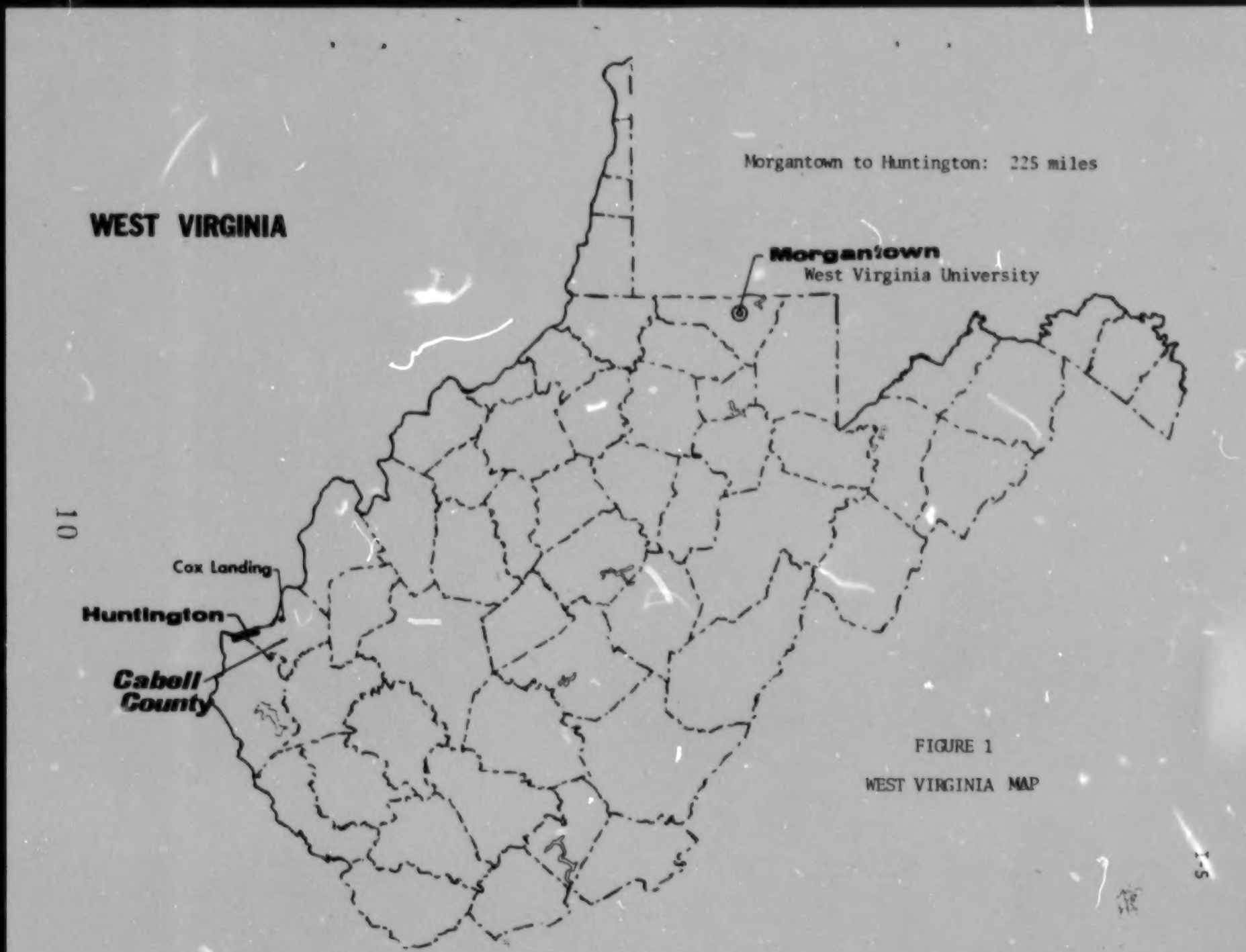


FIGURE 1

WEST VIRGINIA MAP

line. Students also attend school at Cox Landing from various mountain roads that lead into the Ohio River Road. Some of these include Nine Mile Road, Big Seven Mile Road and Little Seven Mile Road. Turn to Figure 2.

The residents of the Cox Landing school area have an economy from the upper middle class to welfare families. The majority of the families, however, are from the lower economic segments. Families of the Cox Landing area represent many occupational areas. These include doctors, lawyers, teachers, barbers, nurses, beauticians, career armed force personnel, U.S. Government Corps of Engineers, airline hostesses, policemen, firemen, conservation workers, ministers, merchants, contractors, technicians of various trades, many self-employed persons with a variety of businesses and many laborers. In addition, within the school district are a number of businesses and four large factories.

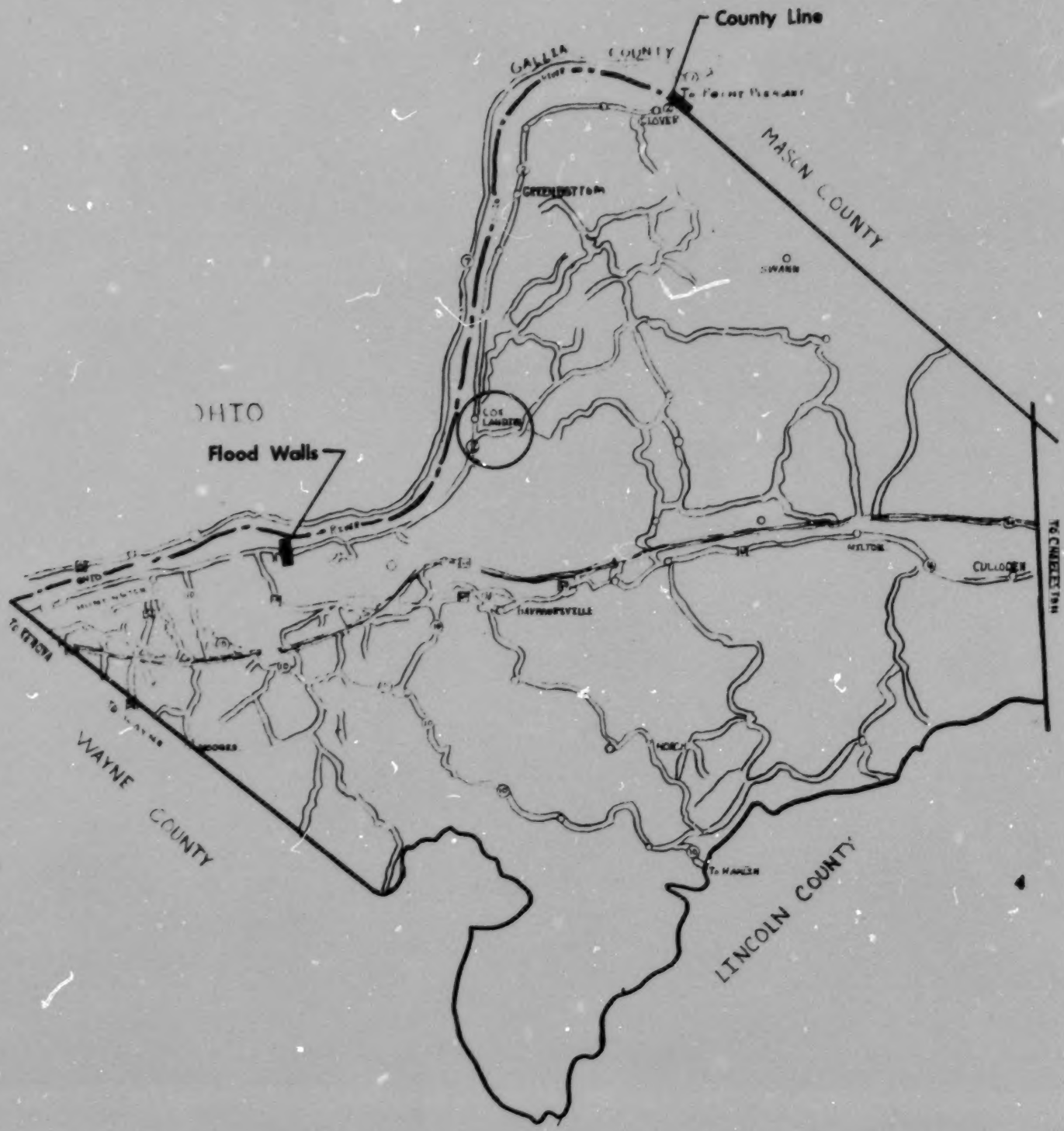
The community provides many points of interest for its residents. There are two recreational areas, the Glenbrier County Club and the Riviera County Club. The community also has a number of churches, volunteer fire department, Lions Club, woman's club, small airstrip, a post office, and an elementary school.

There are several special services offered to children throughout the community of Cox Landing, including the Cox Landing Athletic Association. It consists of Biddy Basketball for boys, Midget League football for boys, and Little League ball for both girls and boys.

Special clubs exist for both boys and girls. The Blue Birds and Campfire girls are popular clubs for the girls. There are a number of Cub and Boy Scouts troops in the community for the boys. In all, the community provides assets for both the schools and residents of the area.

Project Site

The Cox Landing schools were selected as the project site for the Unified Arts Curriculum project for two reasons. First, Cox Landing Junior High School is located just across the street from Cox Landing Elementary School. In the county's



CABELL COUNTY
WEST VIRGINIA

FIGURE 2
COX LANDING SCHOOL DISTRICT

original comprehensive educational plan, the system was to change from a 7-9 junior high school organization to a 5-8 middle school plan. This would have allowed for easy access and planning between 7th and 8th grade teachers in one building and 5th and 6th grade teachers in the other. After the project began, the school board and superintendent chose not to move in this direction of a middle school organization. With this in mind, it was decided to develop the unified arts program for only grades seven and eight.

The second reason for selecting Cox Landing schools was because the staff members in art, home economics and industrial arts indicated an interest in the project. In addition, the teachers were showing initiative by pursuing graduate studies in education.

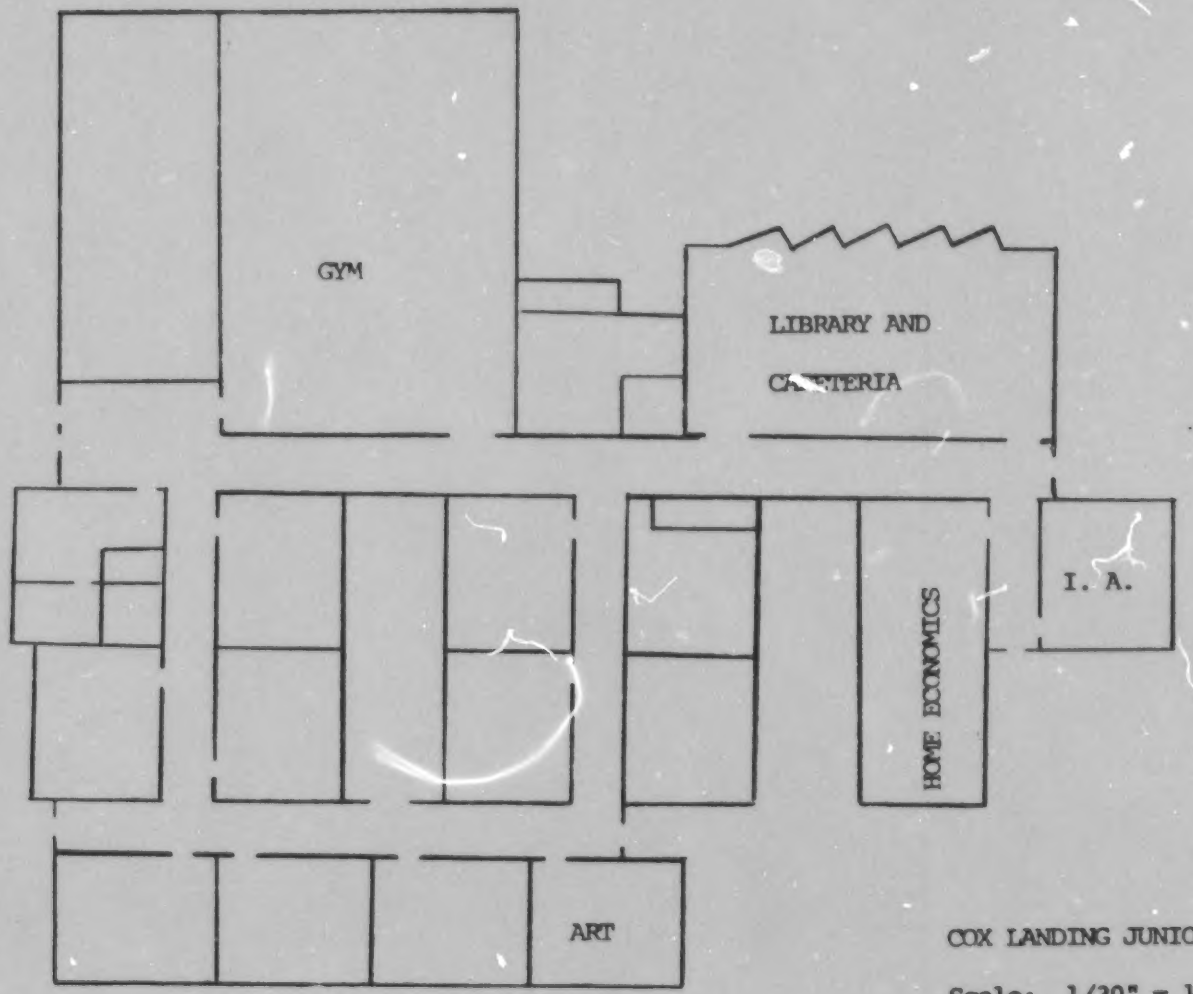
Cox Landing Junior High School is a relatively modern building consisting of eleven classrooms, a gymnasium, and a library/cafteria combination. See Figure 3. It is one of the newer junior highs in the county and has had several additions since the original structure was built. The facilities designated for the three disciplines composing unified arts are located relatively close to each other.

Art Facility:

The art room measures 29 feet by 24 feet, which is small for the number of students planned for the unified arts program. It contains working tables and chairs, a storage area, potter's wheel, and two kilns. The majority of supplies consumed by students in the art facilities must be provided by them. The original art curriculum planned by Mrs. Dotty Lambert was built around crafts activities with additional experiences in drawing and painting.

Industrial Arts Facility:

The industrial arts facility was adapted from an original academic classroom. Its dimensions are 29 feet by 24 feet. During the first year , the teacher had little curriculum support or materials and tools with which to work. He had



COX LANDING JUNIOR HIGH SCHOOL

Scale: 1/30" = 1'

FIGURE 3

participated in a World on Construction workshop (part of the Industrial Arts Curriculum Plan) and has received the basic hand tools to instruct in this area, although supplies for the actual implementation were neglected. When the project was initiated there were no power machines in the laboratory other than power electric hand tools. After the project started, Mr. Theon Ashworth, the industrial arts teacher, received some basic laboratory equipment. This included a surfaces, jointer, a radical arm saw, and a grinder. This equipment had been ordered by the county prior to the consultant's assignment to the project. During Mr. Ashworth's years at Cox Landing, prior to the project, he had been teaching woodworking and drafting. He also had constructed work benches for his students to use in their shop activities.

The Home Economics Facility:

The home economics facility is larger than the other classroom at 59 feet by 24 feet in area. This room is large and well equipped with vocational funds. Five kitchen units and fourteen sewing machines are located in the classroom. Miss Mary Fragulis, the home economics teacher, had her curriculum organized around food preparation, leisure activities, and sewing.

As was pointed out, the art and industrial arts facilities were limited in space. Plans of the County Board of Education indicate that the art and industrial arts facilities at Cox Landing will be expanded within the next three years. Exact specification for the facilities have not been made at this point in the projects.

CHAPTER II

PURPOSE OF THE PROJECT

Short Range Objectives

One of the main purposes for the establishment of the project is to create a uniform program in the fine and practical arts which will entail a relevant scope and sequence to assist in preparing students living in a technological society. The members of the county's board of education believe the scope and sequence is an important consideration for students who are forced to move and relocate within the county during the school year. If the county teachers abide by the scope and sequence, the child who is forced to relocate will have an easier time adjusting to his new environment.

Project Open has began to revise the existing curricula at Cox Landing in order to aid the student in becoming more aware of our technological society. The immediate objectives of the project are concerned with studying the concept of unified arts and introducing the unified arts team at Cox Landing to these and other aspects of curriculum revision. All short range objectives for the 1974-1975 school year have been met or surpassed. An identification of these objectives follows:

1. To research the concept of unified arts.
2. To introduce the Cox Landing Unified Arts Team to the unified arts concept.
3. To convince the Cox Landing Unified Arts Team members of the need for curriculum revision at Cox Landing.
4. To develop the definition, philosophy, rationale and goals for the Cabell County Unified Arts curriculum.
5. To develop experimental units in unified arts for Cox Landing Junior High School.
6. To implement and test developed unified arts units at Cox Landing.
7. To develop a Unified Arts Scope and Sequence for Cabell County.
8. To improve the existing unified arts facilities at Cox Landing Junior High School.

9. To plan for additional equipment and supply needs to implement a unified arts program at Cox Landing.

10. To develop a list of resource materials which will aid in the implementation of a unified arts program for Cabell County.

11. To develop and test activities appropriate for the development and reinforcement of concepts associated with a unified arts curriculum.

12. To plan and initiate an elementary school technology program at Cox Landing Elementary School which is intended to ease the transition of students into the unified arts program at the junior high level.

Long Range Objectives

The long range objectives of the project are directed at the goal of developing a uniform unified arts program for the middle grades in Cabell County. This program is an attempt to reflect contemporary technology and its relationship to man and his society through the practical and fine arts.

Units which will be developed and tested at Cox Landing are planned to be relevent to the students for future educational, life, and occupational needs. The program is intended to produce units of two types. First, independent units are being developed which reflect content relevent to the separate disciplines. Second, units which entail unifying experiences and pertain to the three disciplines are also being developed.

It is hoped that the following long range objectives will be met for Cabell County with the assistance of the Technology Education Staff at West Virginia University.

1. To develop a unified arts curriculum guide for the Cabell County middle grades.

2. To present county wide unified arts inservice workshops for Cabell County unified arts teachers and school administrators.

3. To implement a county wide unified arts program in Cabell County.

CHAPTER III

MAJOR ACHIEVEMENTS OF THE 1974-1975 PROJECT YEAR

A. Summer Workshop at Cox Landing and West Virginia University:

To initiate the project, a four week summer workshop was conducted July 15-August 9, 1974. The first and fourth weeks of the workshop were held at Cox Landing Junior High School. The middle two weeks were at the Technology Teacher Center at West Virginia University. Along with instruction by the consulting Training Associate, assistance for the workshop was received by several members of the Technology Teacher Center Staff and the Field Service Coordinator. At these sessions the Consultant became aware of the existing situation and needs of Cabell County. Through dialogue and research, the Cox Landing Unified Team was introduced to the rationale and purpose of the unified arts concept. Sessions concerning the needs and methods used in curriculum revision and development were also provided to the participating teachers.

In addition, the consultant and the unified arts team began planning a pilot unified arts program for the eighth grade at Cox Landing. Following are a number of goals achieved at the summer workshop.

1. A definition and philosophy for unified arts in Cabell County was developed.
2. A rationale for the Cabell County unified arts program was developed.
3. The content source of technology derived from the disciplines of art, home economics, and industrial arts was emphasized.
4. A content structural model was developed.
5. The overall unified arts program objectives were developed.
6. A temporary scope and sequence for the eighth grade unified arts program at Cox Landing was drafted.
7. The outline drafts were planned and prepared to implement the eighth grade unified arts program at Cox Landing.

B. Research of Unified Arts Literature, Existing Programs, and Field Visitations.

When the Training Associate agreed to accept the position as consultant for the unified arts project at Cabell County, he began conducting independent reviews of literature on the concept before arriving on campus at West Virginia University. In addition, the staff of the Training Program for Teachers in the Technologies at West Virginia University conducted a computer and library search of literature on unified arts. Little information was collected. This showed that little research and writing had been undertaken on the unified arts approach to curriculum design.

For these reasons, a member of the Training Program for Teachers in the Technologies began an independent research study through the various industrial arts supervisors at the state departments of education in an attempt to locate additional literature pertaining to unified arts. This study was undertaken in mid-summer and resulted in limited responses.

Since the consultant felt that he needed additional information to further develop his knowledge based on unified arts, he began another research study through the various state supervisors of instruction. This search resulted in responses from 48 state departments and trust territories identifying 52 unified arts programs. A list of these programs appears in Appendix B.

A second round survey was developed and mailed to communicate with the existing unified arts program teams to identify various unified arts definitions, content sources, content models, rationales, and objectives. This research is being continue during the writing of this report.

From this research several nearby programs have been identified and field visitations arranged. Trinity Middle School of Washington, Pennsylvania was visited in 1974 and Neil Armstrong Middle School of Bethal Park, Pennsylvania will be visited in the fall of 1975.

C. Arrangement of Unified Arts Teacher Planning Periods at Cox Landing:

During the summer workshop of 1974, it was recognized that a common planning period for the three unified arts team members at Cox Landing Junior High School would be beneficial to the development of the program. Because of the time factor, the entire school schedule could not be revised at that time to allow for uniform planning periods. A minor adjustment was made to allow the industrial arts and home economics teachers one common planning period. Planning meetings with the art teacher had to be arranged during lunch or after school.

D. Unit Development and Testing at Cox Landing:

Along with planning and writing performed by the teachers at the summer workshop, they were required by the consultant to develop and revise their units of instruction. For this extra professional development they received stipends to attend extra inservice sessions. The team members and consultant planned the unifying experiences jointly, while the consultant assisted the teachers in the development of their independent units. As the units were tested by the team, they were revised by the team members. Each independent unit was tested on three separate occasions due to the rotational schedule employed in the program. Samples of the teacher developed trial units appears in Appendix C.

E. Project Management Meetings with County Supervisors and Assistant Superintendent of Instruction:

During the summer workshop, the consultant met with the county's Assistant Superintendent of Instruction, Mr. Robert Griffis, to discuss his views of the direction of the project. His major concern was for the development of a relevant scope and sequence in unified arts for the county. The practical and fine arts supervisors also visited during the summer workshop to gather insights into the project.

After the summer workshop, the consultant developed a Planning and Evaluation Review Technique Chart (P.E.R.T) for the three years of the project (Figure 4) and a detailed plan for the first year of the project (Figure 5.)

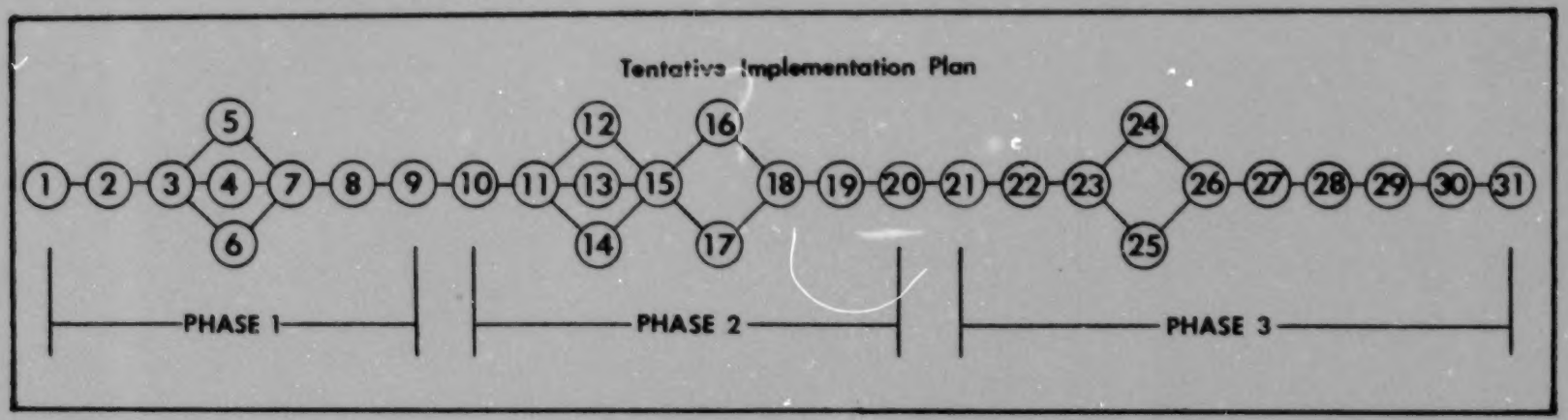
In December a project review meeting was held and attended by Mr. Griffis, Dr. David McCrory (Technology Teacher Field Coordinator) and Mr. John Ritz (project consultant). This meeting indicated that the project was progressing in the proper direction.

In the spring of 1975, the Cabell County School Board and the Superintendent of Schools decided not to proceed with the comprehensive plan of converting to the middle school system. This temporarily placed the direction of the project in limbo. Discussions between the WVU Field Service Coordinator, Dr. David McCrory, and the Assistant Superintendent, Mr. Robert Griffis, arrived at the decision to continue the project with focus only on grades seven and eight, instead of five through eight.

It was also decided to involve the county art, home economics, and industrial arts supervisors to a greater extent in the project. This was seen to provide guidance and assistance for the Cox Landing Team when the consultant was unable to be in Cabell County. In addition, the supervisors support and understanding would be developed for the county wide implementation of the unified arts guide. The county supervisors are Irene Nenni, home economics, Libby Calligan, art, and David Groves, industrial arts. Later in the year Irene Nenni was assigned as leader of the unified arts supervisors. She also assumed the responsibility as industrial arts supervisor when David Groves was assigned as Assistant Director of the Cabell County Career Center. A P.E.R.T. of the revised plan of action appears in Figure 6.

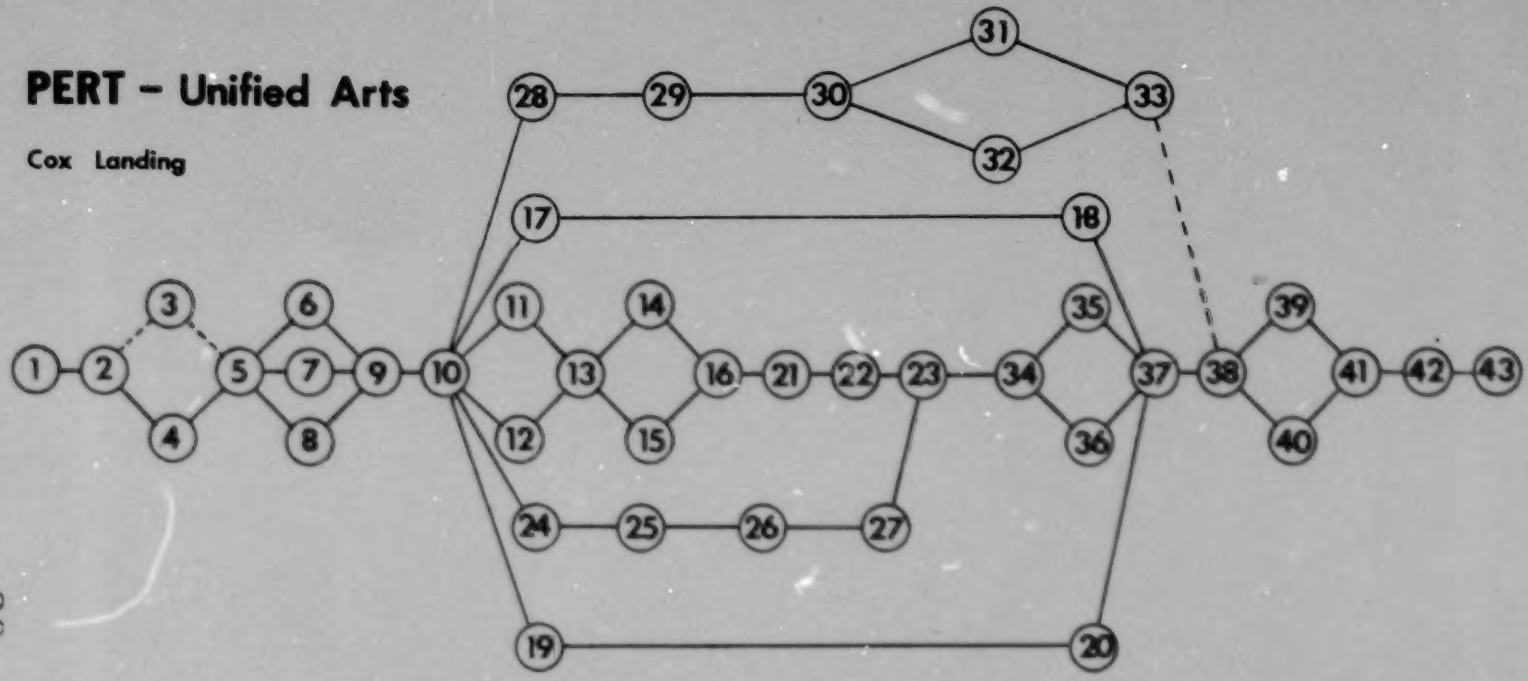
F. Inservice Sessions:

The inservice sessions for the project developed in three forms. Originally the plans included various after school inservice sessions at Cox Landing for the



1. Sign contract
2. Secure consultant
3. Conduct workshop
4. Implement junior high unified arts program
5. Experiment with the elementary school unifying activities
6. Plan and conduct inservice workshops
7. Evaluate pilot program
8. Compile and present final report, Phase 1
9. End Phase 1
10. Begin Phase 2
11. Plan and conduct two week summer workshop
12. Develop unified arts program for grade seven
13. Develop and revise unified arts program for grade eight
14. Revise elementary unifying activities
15. Implement Phase 2 curriculum
16. Plan for middle school
17. Conduct county inservice workshops
18. Evaluate pilot programs
19. Compile and present final report, Phase 2
20. End Phase 2
21. Begin Phase 3
22. Plan and conduct summer workshop
23. Plan middle school unified arts curriculum
24. Finalize middle school facility planning
25. Orient Cox Landing faculty to total unified arts concept
26. Implement Cox Landing middle school unified arts program
27. Evaluate pilot program
28. Compile final report
29. Publish final report
30. Have county adopt model
31. End Phase 3

FIGURE 4
TENTATIVE IMPLEMENTATION PLAN



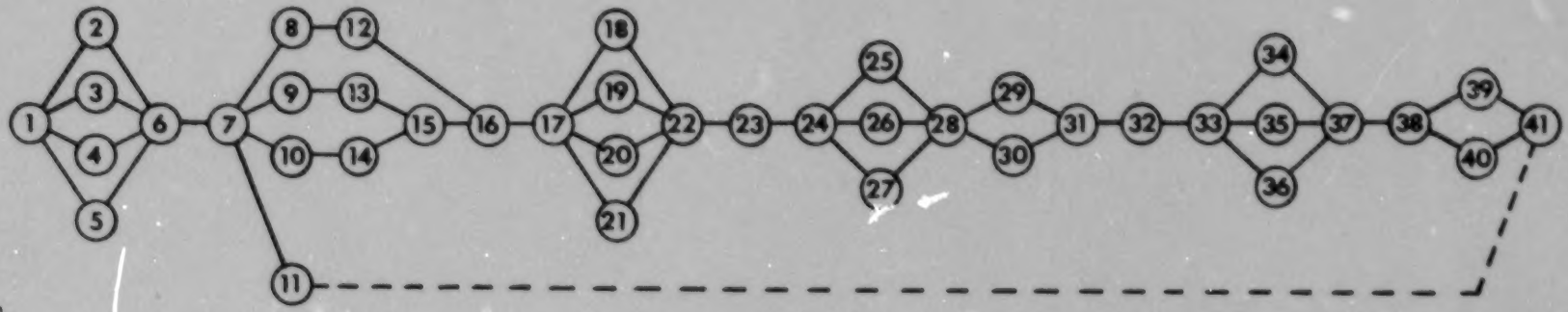
1. Sign contract for "Project Open - Cabell County"
2. Secure Unified Arts Consultant for Cabell County
3. Select participating school and teachers
4. Plan Unified Arts Workshop
5. Conduct Unified Arts Workshop
6. Review present program at Cox Landing
7. Assess Cox Landing student and community needs
8. Outline the goals and expectations of the Cox Landing unified arts team.
9. Develop the definition, rationale, objectives, and model for the Cox Landing unified arts program
10. Establish the direction of the unified arts pilot program
11. Plan distinct curriculums for art, industrial arts, and home economics
12. Plan the unifying activities for the pilot unified arts program
13. Involve the principal in program planning
14. Make necessary schedule revisions to accommodate pilot unified arts program
15. Arrange for teacher preparation periods
16. Organize teacher units and responsibilities
17. Prepare supply and equipment list for individual disciplines
18. Begin individual discipline facility improvement
19. Prepare supply and equipment list for unified arts pilot program
20. Begin unified arts facility planning
21. Assist teachers in the development of daily lesson plans
22. Begin pilot program
23. Implement unified arts curriculum
24. Establish a direction for the elementary school pilot unifying activities
25. Plan elementary school unifying activities

FIGURE 5

26. Contact the elementary principal and explain the unified arts program
27. Meet with other members of the elementary teaching team
28. Secure time for inservice training
29. Establish inservice training schedule
30. Develop topics for inservice training
31. Conduct Cox Landing unified arts team inservice seminars
32. Visit Cabell County Junior High facilities
33. Conduct inservice programs for Cabell County teachers
34. Design pilot program evaluation instruments
35. Evaluate junior high unified arts program
36. Evaluate the elementary school unifying activities
37. Final evaluation of pilot unified arts program
38. Gather and formulate information
39. Write Phase 1 final report
40. Prepare partial unified arts curriculum guide
41. Duplicate curriculum guide and final report
42. Present final report
43. End Phase 1 of "Project Open - Cabell County"

Project Open – Cabell County

Revised Plan Of Action, March 1975



1. Scheduled visitation, Cabell County, 2-17-75.
2. Cox Landing Unified Arts observation.
3. Field Coordinator's visit with Superintendent of Instruction to discuss project & contract.
4. Field Coordinator's discussion with Practical Arts Supervisors concerning the future of Project Open - Cabell County.
5. Scheduled inservice session at Cox Landing.
6. Project Open - Cabell County Advisory Meeting, 2-25-75.
7. Revision of Project Open - Cabell County Plan of Action.
8. Selection of laison team leader for the Practical Arts Supervisors.
9. Selection of Unified Arts team leader for Cox Landing.
10. Synthesize Cox Landing teachers input.
11. Appoint a TPTT staff member to work with Cox Landing Elementary Technology Units.
12. Provide Practical Arts Supervisors with Unified Arts inservice sessions.
13. Continue Cox Landing visits with minor inservice.
14. Develop Unified Arts Curriculum Design at W.V.U.
15. Cox Landing teachers test curriculum design.
16. Evaluation of curriculum design by supervisors and teachers.
17. Conclude first year of project with a two day inservice.
18. Possible Unified Arts workshop for selected teachers.
19. Prepare 1974-1975 Project Report.
20. Finalize 8th grade Unified Arts Curriculum Design.
21. Begin preparation of 7th grade Curriculum Design.
22. End Phase I.
23. Begin Phase II.
24. Cox Landing and Practical Arts Supervisors inservice.
25. Cox Landing implementation of 7th & 8th grade Unified Arts curriculum designs.
26. Practical Arts Supervisors Unified Arts inservice.
27. Development of 7th grade Unified Arts Curriculum Design.
28. Finalize 7th grade Unified Arts curriculum design.
29. Prepare 1975-1976 Project Report.
30. Finalize 7th grade Unified Arts Curriculum Design.
31. End Phase II.

FIGURE 6

32. Begin Phase III.
33. Cox Landing and Practical Arts Supervisors inservice session.
34. Cox Landing implementation of 7th & 8th grade Unified Arts curriculum designs.
35. Practical Arts Supervisors Unified Arts inservice sessions.
36. Evaluate 7th & 8th grade curriculum designs.
37. Initiate County Unified Arts inservice workshops with the assistance of TPTT of W.V.U.
38. Evaluate overall results of Project Open - Cabell County.
39. Publish Cabell County Unified Arts Curriculum Design (Guide).
40. Publish Cabell County final report - 1974-1977.
41. End Project - July 1, 1977.

four unified arts team members - art, home economics, industrial arts, and an elementary school science teacher. These sessions were scheduled for the days when the consultant would be in Cabell County. They were intended to introduce the teachers to the area of technology, interdisciplinary activities, and curriculum development. A schedule of the inservice sessions is included in Appendix D.

Cox Landing inservice for the second semester was discontinued when it was recognized that more curriculum guide development work could be achieved through meetings with the county art, home economics, and industrial arts supervisors. These meetings were arranged to take place in the morning of the days when the consultant would be in Huntington to observe and meet with the teachers at Cox Landing. This was another re-directional step in the project.

The third type of inservice was a January, 1975 County Workshop in unified arts conducted by the West Virginia University Training Program for Teachers in the Technologies. This inservice was intended to inform county faculty of the unified arts concept. A copy of the outline for this workshop appears in Appendix E.

G. Development of Sections of the Unified Arts Curriculum Guide:

This is one of the most significant achievement of the project. As mentioned earlier, during the summer workshop a definition, philosophy, source of content, rationale, content structural model, and program objectives were identified and developed for the unified arts program. Throughout the school year research and writing continued and rationales, descriptions, and objectives for the disciplines of art, home economics, and industrial arts were developed. In addition, a scope and sequence for grades seven and eight was finalized, and the units for the eighth grade unified arts program were composed. Copies of the direction of the temporary eighth grade program at Cox Landing appears in Appendix F. A copy of

the working draft of the Cabell County Unified Arts Curriculum Guide appears in Appendix G.

H. School Schedule:

Because of the need for a schedule alignment and corresponding teacher planning periods, a schedule revision for Cox Landing Junior High School was needed. The consultant worked with Mr. Lonny Scraggs, Cox Landing Principal, and Mr. Robert Griffis to initiate a schedule change at Cox Landing for the 1975-1976 school year. Mr. Scraggs built a new schedule for Cox Landing with assistance of Mr. Griffis. A copy of this schedule appears in Appendix H. It allows for common planning periods for the unified art team, aligned periods of unified arts for the seventh and eighth grades, and student overflow into band and research or remedial reading with a language arts teacher.

I. Elementary School Technology Program:

The original intentions of involving the elementary teacher, Miss Marilyn Floyd, in the project was to provide transition when the project would expand to grades five through eight. Although these plans were changed, work progressed to develop units in elementary school technology for Cox Landing Elementary School. By working with Miss Floyd,units on plastics, woods, and conservation were developed. A unit appears in Appendix I. Plans are also being considered to bring the sixth grade from the elementary school over to the junior high school periodically to let them participate in unifying experience.

The consultant has also assisted at the elementary school by conducting demonstrations with plastics and providing resource materials. During the remainder of the project, a T.P.T.T. staff member will be made available to assist Miss Floyd in the development of elementary technology units.

J. Renewal of the Project for 1975-1976:

Since the original intent of the curriculum development project was to take three years, one year renewable contracts, the project was evaluated and both

parties have agreed to renew the Project Open Agreement for the 1975-1976 school year. This will provide the opportunity for the consultant to continue his assistance in the development of the county plan.

CHAPTER IV

EVALUATION

Internal

Internal evaluation of the unified arts program at Cox Landing was recieved from four sources. These included the unified arts teachers, principals, county unified arts supervisors, and the county Assistant Superintendent of Instruction. Following is a brief summary and evaluation of the reactions of these groups toward the initial phases of the project.

Unified Arts Teachers:

During each visitation to Cox Landing, teacher reactions were solicited as to the progress and points of consideration concerning the project. The majority of all responses were positive, except for several organizational factors. Complaints were voiced concerning planning time, supplies, teacher cooperation, schedules, class loads, and mixed classes. Most of these items were entertained by the Principal and consultant and positive solutions were obtained.

Principal:

The Cox Landing Junior High principal showed interest in the project and discussed its progress with the consultant on each visitation. He arranged to have the school schedule revised so that the project would have a true chance to prove its merits. Mr. Scraggs was given copies of all segments of the curriculum guide so he would be informed of what the project was attempting to do and so he would know what the teachers were doing in their planning and instruction.

Unified Art Supervisors:

During the first semester of the project the county supervisors acted as observers toward the project. They kept informed about what was being planned at Cox Landing and what the consultant was doing to assist in the development of the project. As the second semester of the project got underway, the supervisors became more involved.

They began to visit Cox Landing more often and held meetings with the consultant on each of his visits to Cabell County. At these meetings new ideas were communicated, reactions at Cox Landing discussed, and dialogue conducted on the needs of the county toward study in the technologies. It is through the supervisors that the curriculum guide will be implemented county wide.

Assistant Superintendent of Instruction:

On occasions throughout the school year, the consultant met with the county's Assistant Superintendent of Instruction to discuss the direction of the project. He seems pleased with the direction of the project and has expressed that his main interests were toward the development of a county scope and sequence and curriculum guide in the technologies for the middle grades. He has given his support for supplies needed at Cox Landing and has made his professional library available for research in the project.

External

External evaluation of the unified arts program at Cox Landing was received from four additional sources. These included the consultant, staff members of the Training Program for Teachers in the Technologies, faculty members of the Technology Education Program at West Virginia University, and the State Supervisor of Industrial Education from the West Virginia State Department. Following is a brief summary and evaluation of the reactions of these groups toward the initial phases of the project.

Consultant:

During each visit to Cox Landing, every two to three weeks, the consultant observed the project in action. Besides these visits, he also discussed the project with the teachers, supervisors, and assistant superintendent of instruction via telephone. Work directed toward the project was recorded in a daily log and submitted weekly to the projects advisory committee comprised of Dr. McCrory, Dr. Lauda, and Dr. DeVore. This log acts as a method of evaluation and a historical record of the project. A copy

of a daily log appears in Appendix I. In addition, the consultant kept a visual record of the progress of the project via a collection of color slides.

In all, the consult believes the project has made steady progress, although it has been slow at times. It is felt that the attitudes of the teachers have been slowly changed, and the project is developing in the proper direction. By the end of the first project year, the county will receive the draft of the introduction and eighth grade section of the unified arts curriculum guide.

Staff Members of the Training Program for Teachers in the Technologies:

For the first half of the project year members of the West Virginia University Training Program for Teachers in the Technologies assisted the consultant in conducting inservice sessions at Cox Landing. While on these trips, the T.P.T.T. staff members had an opportunity to observe the unified arts program. After the observations, the staff members debriefed with the consultant identifying strong and weak points in the program. With this input, the consultant had evaluation to alter negative situations to improve the overall project.

Faculty Members of the Technology Education Program at West Virginia University:

On a number of occasions the Technology Education Field Coordinator, Dr. David McCrory, observed the unified arts program at Cox Landing and met with Mr. Griffis and the county supervisors. He discussed the administrative areas related to the project and also evaluated the project at Cox Landing. This information was relayed both through written and verbal means. These observations were used in focusing efforts to enable the project to succeed.

On an end of the year Project Evaluation meeting at Cabell County, Dr. DeVore, Dr. Lauda, and Dr. McCrory traveled to Cabell County to observe at the school and to meet with the teachers, supervisors, and Assistant Superintendent of Instruction. From this visitation, positive feedback evaluating the project was received from the Technology Education Staff.

State Supervisors of Industrial Education:

A final means of evaluating the project was from visits made by Mr. James Snyder of West Virginia State Department of Education. On two occasions during the school year Mr. Snyder visited and observed at Cox Landing. He relayed his impressions of the program, and this provided an additional evaluation and feedback for the project.

In summary, it is felt that the unified arts project at Cox Landing is meeting with success. For this reason, both parties agreed to renew the agreement for the second year of the three-year project.

CHAPTER V

FUTURE PLANS

Because the project was scheduled to be a three year endeavor, plans were required so that the project could progress at a smooth and positive pace. Below is a listing and explanation of the future goals for the project:

Preparation of the Seventh Grade Unified Arts Guide:

This will be a continuation of the curriculum development work being undertaken. When tested and revised it will be placed as a section in the Cabell County Unified Arts Curriculum Guide.

Finalization of the Cabell County Unified Arts Guide:

By the end of the third year of the project, a tested unified arts curriculum guide will be submitted to the county. Within this guide will be located sections on an introduction, seventh grade units, eighth grade units, and sample lesson plans.

County Wide Unified Arts Inservice Program:

If the unified arts approach is to be properly implemented into the Cabell County schools, an intense inservice schedule must be developed and implemented. Three county-wide workshops are planned for 1975-1976 school year. Additional sessions must be developed so county teachers can be informed of this approach and visualize its benefits if it is to be implemented successfully.

Testing, Evaluating, and Revising the Unified Arts Curriculum Guide:

As units are developed, they have, and will continue to be, tested at Cox Landing. In addition, plans are being made to test the unified arts program at Lincoln and Enslow Junior High Schools in the county. Plans call for the development of an attitudinal questionnaire to be administered to the students of these schools before the program is implemented. This will provide comparative data in the final evaluation of the project.

Facility Expansion:

In the county's new comprehensive education plan, money is being allocated for the remodeling and expansion of current facilities. Plans are being made to expand the art, industrial arts, and teacher planning facilities at Cox Landing.

With the extension of the project, it is hoped that these future plans become actual events.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The curriculum and teacher development project at Cabell County has encountered problems and met with success during its first year. The cooperation and efforts of the Cox Landing Unified Arts Teachers, Principal, County Unified Arts Supervisors, and Assistant Supervisors of Instruction have been as asset to the project. Curriculum development, teacher inservice, and curriculum and resource research have been the major components of "Project Open". At this time the project is in its early developmental stages, with an overall promise of potential. An attempt has been made, but the curriculum change process has just been started. With continued efforts on the part of teachers and county administrators the future of Project Open - Cabell County looks promising. A reasonable level of success has been achieved this first year. With the knowledged and insight gained, future curriculum revision and implementation should meet with future success.

Recommendations

1. Additional professional development is needed to update the instructional methods of the Cox Landing Unified Arts staff.

2. Since the project is to be continued, additional administrative support in the form of guidance and supplies will be needed from the County Board of Education.

3. If the unified arts program is to function efficiently at Cox Landing, the art and home economics facilities must be expanded and re-equipped.

4. To inform the county teachers of the unified arts approach to curriculum development and implement this design county wide, workshops must be initiated on a scheduled basis.

5. To test the overall effects of the unified arts program on the student, an attitudinal survey must be developed and administered to new pilot schools.

6. To develop further insights into the unified arts concept, it is suggested that the consultant continue his research of this area.

7. To effectively develop, test, and implement the unified arts concept in the middle grades of Cabell County, it is recommended that the project be continued.

APPENDIX A

Project Open Contract

WEST VIRGINIA BOARD OF REGENTS

WEST VIRGINIA UNIVERSITY
COLLEGE OF HUMAN RESOURCES AND EDUCATION
MORGANTOWN, WEST VIRGINIA 26506

CURRICULUM DEVELOPMENT SERVICES AGREEMENT

TECHNOLOGY EDUCATION PROGRAM

CABELL COUNTY, WEST VIRGINIA

April, 1974

The agreement is between the Cabell County Board of Education and the West Virginia Board of Regents, hereinafter referred to as "Board" acting for West Virginia University, hereinafter referred to as "University". The University, through its Technology Teacher Center, agrees to provide the following services for Cabell County, West Virginia for the period of July 1, 1974 to June 30, 1975.

I. This Curriculum Development Services Agreement is designed to provide the school system with:

(1) a unified arts curriculum developed expressly for Cabell County, and
(2) professional development for teachers who will implement the curriculum.

The curriculum development program will be planned on a cooperative basis with Cabell County in order to correlate with the county's comprehensive plan.

The University, through the Technology Teacher Center, will provide the county with consultant services for curriculum development in the "unified arts" at Cox's Landing Schools. One training associate will be supported by the staff and facilities of the Technology Teacher Center.

II. The Training Associate: By mutual consent, the county and the university will identify a qualified teacher/scholar in the technologies who will serve as the West Virginia University field representative assigned to the project. The Training Associate will be engaged in doctoral studies in the Technology Education Program at West Virginia University while providing an average of twenty man-hours per week to the project. Qualifications of the Training Associate will be determined jointly by the county superintendent's office and the university.

III. Supporting Services: The University will provide, through the Technology Education Program, Technology Teacher Center, and the Technology Education Research and Resource Center, support services for the curriculum development project at Cox's Landing. The support will be provided in the form of consultants, specialty personnel, curriculum development resources, and instructional resources as needed and requested by the Training Associate assigned to the project. The resources will be provided by, and coordinated through, the University Coordinator of Field Services for Technology Education.

IV. Responsibilities of Training Associate: The Training Associate assigned to the project will:

(1) plan a program of action leading to the design, development, implementation, and publication of an appropriate curriculum for the unified arts team at Cox's Landing,

(2) design and conduct an inservice education program for the unified arts teachers at Cox's Landing,

(3) secure ancillary services as needed for the success of the project,

(4) develop and conduct program evaluation of the project, and

(5) publish and distribute to officials of Cabell County the results of the curriculum development effort including reports of the instructional design, implementation, and evaluation.

V. Responsibilities of the County: Cabell County will:

(1) provide instructional materials, devices,

and other services required for the successful implementation of the program design at a level consistent with normal operation or as required by the new curriculum design agreed to by the county.

(2) assign a member of the Cabell County Superintendent's Staff to the project as a liaison with the Training Associate and the Technology Teacher Center at West Virginia University, and

(3) secure the cooperation of all county personnel directly related to the project, including the Principal of each school where the curriculum will be implemented.

VI. Time Schedule: The Curriculum Development Project is designed for a twelve (12) month time period beginning July 1, 1974 and terminating June 30, 1975. This schedule provides time for both preparation and evaluation of the project.

VII. Termination of Contract: West Virginia University and Cabell County may terminate the contract by mutual consent:

(1) prior to contract implementation if personnel for the project are not secured by July 1, or

(2) prior to completion of a full contract if both parties agree on a negotiated settlement.

VIII. Cost: The cost of the Curriculum Development Program is based on actual costs of personnel involved, plus costs associated with travel, curriculum development materials, and associated operating costs. The Budget Summary below is based on a twelve (12) month time period beginning July 1, 1974 and extending through June 30, 1975, and is calculated on a variation of the basic Curriculum Development Services Agreement.

APPENDIX B

List of Identified Unified Arts Programs

UNIFIED ARTS SURVEY

Alaska -
Daniel Dunsing
Blotchley Junior High School
P. O. Box 179
Sitka, AK 99835

Alabama - None

Arizona - None

California - None

Canal Zone - None

Colorado - None

Connecticut -
Amity Regional Junior High School
District No. 5
Bethany, CT 06525

Branford Intermediate School
Branford, CT 06425

Amity Regional Junior High School
District No. 5
Orange, CT 06477

City Hill Middle School
Maugatuck, CT 06770

Deleware -
H.B. duPont Middle School
Hockessin, DE

Dover Central Middle School
Dover, DE

Florida -
Dr. Stephen Johnson
Industrial Arts Coordinator
1350 S.W. 2nd Court
Fr. Lauderdale, FL 33312

Georgia - None

Hawaii - None

Idaho -
Boise Junior High Schools
Dave Carroll
Curriculum Coordinator
1207 Fort Street
Boisey, Idaho 83702

Illinois -

Attn: Floyd Freerksen
Oak Park Dist. #97
970 Madison Street
Oak Park, IL 60302

Rockford Public Schools
201 So. Madison
Rockford, IL 61101
Attn: Paul Pullin

Freeport Dist. #145
1205 South Chicago
Freeport, IL 61032
Attn: Duane Smith

Indiana -

Dyer Middle School
1000 W. 15th Street
Bloomington, IN 47401
Herbert Franklin, Principal

University Middle School
10th and Bypass
Bloomington, IN 47401
James Harvey, Principal

Princeton Community High School
RR. 3, Old 41 North
Princeton, IN 47670
Lawrence E. Ramsey, Principal

Iowa - None

Kansas - None

Kentucky -

F.T. Burns Middle School
Route 3
Owensboro, KY 42301
Robert Berry, Principal

Louisiana - None

Maryland -

Cherry Hill Middle School
R.F.D. #5
Elkton, MD 21921

Massachusetts - None

Michigan -

Dr. William Helder
Balls of Yarn Program
Lansing Public Schools
Lansing, MI

Minnesota -

Junior High School
Worthington, MN 56187

Mississippi -	Amory Middle School Amory, MS 38821
	Rising Sun School Greenwood, MS 38930
Missouri -	None
Nebraska -	None
New Hampshire -	None
New Jersey -	None
New Mexico -	Rio Grande High School 2300 Arenal Road, S.W. Albuquerque, NM 97105 Mrs. Laine Fisher
New York -	Bernadette Eichler Curriculum Supervisor Utica City Schools Utica, NY
	Wes Callson, Principal Hillside School Hastings-on-the Hudson New York
	Sister Carolyn Schanz St. Frances Secondary Schools Park Avenue, Utica, NY
Nevada -	None
North Carolina -	Greensboro City Schools Greensboro, NC 27402 Mrs. Francis Crimm Art Supervisors
	Wake County Schools 2302 Noble Road Raliegh, NC 27608 Mrs. Sue Clark Art Supervisor
North Dakota -	Devils Lake Public Schools Devils Lake, ND 58301 Attn: LeRoy Rice
Ohio -	None
Oklahoma -	None

Oregon -	Cal Young Junior High School 2555 Gilham Road Eugene, OR 97401
	Philomath Middle School Philomath, OR 97370 Mrs. Frances Harper
Pennsylvania -	Armstrong Middle School Bethel Park School District 301 Church Road Bethal Park, PA 15102
	Hungtinton Area School District 723 Portland Avenue Huntington, PA 16652
	Waynesboro Area S.D. Box 72 Waynesboro, PA 17268
	Cumberland Valley S.D. Good Hope Middle School R.D. 1, Mechaniesburg, PA 17055
Pureto Rico -	None
Rhode Island -	Bain Junior High School Cranston, RI Mr. Aniceto Fantozzi, Director
	Barbara Tattersall Supervisor of Social Studies Cumberland, RI
South Carolina -	None
South Dakota -	Floyd Johnson, Principal Brookings Middle School Brookings, SD 57006
Tennessee -	Mr. Herbert H. Harville, Supt. Hamblen County Schools Morristown, TN 37814
	Miss Mildred E. Doyle, Supt. Knox County Schools Knoxville, TN 37902
	Mr. John Freeman, Director Memphis City Schools Memphis, TN 38112
Texas -	None

U.S. Virgin Islands - None

Utah - None

Vermont - Robert L. Morse
Industrial Arts Consultant
Department of Education
Montpelier, VT 05602

Virginia - Loudoun County Schools
20 Union Street
Leesburg, VA 22075

Richmond City Schools
301 N. Ninth Street
Richmond, VA 23219
Mr. William Eister

Prince William county Schools
Box 389
Manassas, VA 22110
Mr. John Bonfadini

Washington - John F. Strauss, Jr.
Jauanita High School
10601 N.E. 132nd Avenue
Kirkland, WA 98033

Raymond Beard
8425-40th West
Curtis Senior High School
Taloma, WA 98466

John Lavender
Title III, Director
11401- 10th Avenue South
Seattle, WA 98168

Mr. Bruce Berry, Principal
Vista Middle School
Vista Drive
Ferndale, WA 98248

Mr. John Neal, Principal
Port Gardner Middle School
3516 Rucker
Everett, WA 98203

Mr. Robert R. Drake, Principal
Snoqualimie Middle School
Route 1
Snoqualmie, WA 98065

Mr. Dury A. Fox
Route 1, Box 6757
Bainbridge Island, WA 98110

West Virginia -	Cox Landing Junior High School Lesage, WV 25537
	Paden City High School Paden City, WV
Wyoming -	None

APPENDIX C

Teacher Developed Unified Arts Units

Unified Arts Class

I. Unified Arts Objective:

The student will be able to demonstrate a working knowledge of of tools, materials, and processes.

II. Length of Time: Three Weeks

III. Rationale:

A knowledge of tools, materials, and processes will better equip the student to cope with the technological society in which he lives.

IV. Activities:

A. Demonstrations, practice, and experimentation with tools.

1. Parting Tools:

a. Crosscut Saw
b. Rip Saw
c. Hack Saw
d. Coping Saw
e. Sabre Saw
f. Drill
g. File
h. Plane
i. Chisel
j. Aviation Snips
k. Finishing Sander

2. Holding and Fastening Tools:

a. Vise
b. Mitre Clamp
c. Hammer
d. Screwdriver
e. Pliers
f. Wrenches
g. C Clamps
h. Nail Set

3. Layout Tools:

a. Squares
b. Rules
c. Divider-Compass
d. Markers
e. Punches

4. Finishing Tools:

a. Brushes
b. Rollers
c. Spray Can

B. Material Characteristics

1. Give an illustrated lecture and demonstration on the following material characteristics.

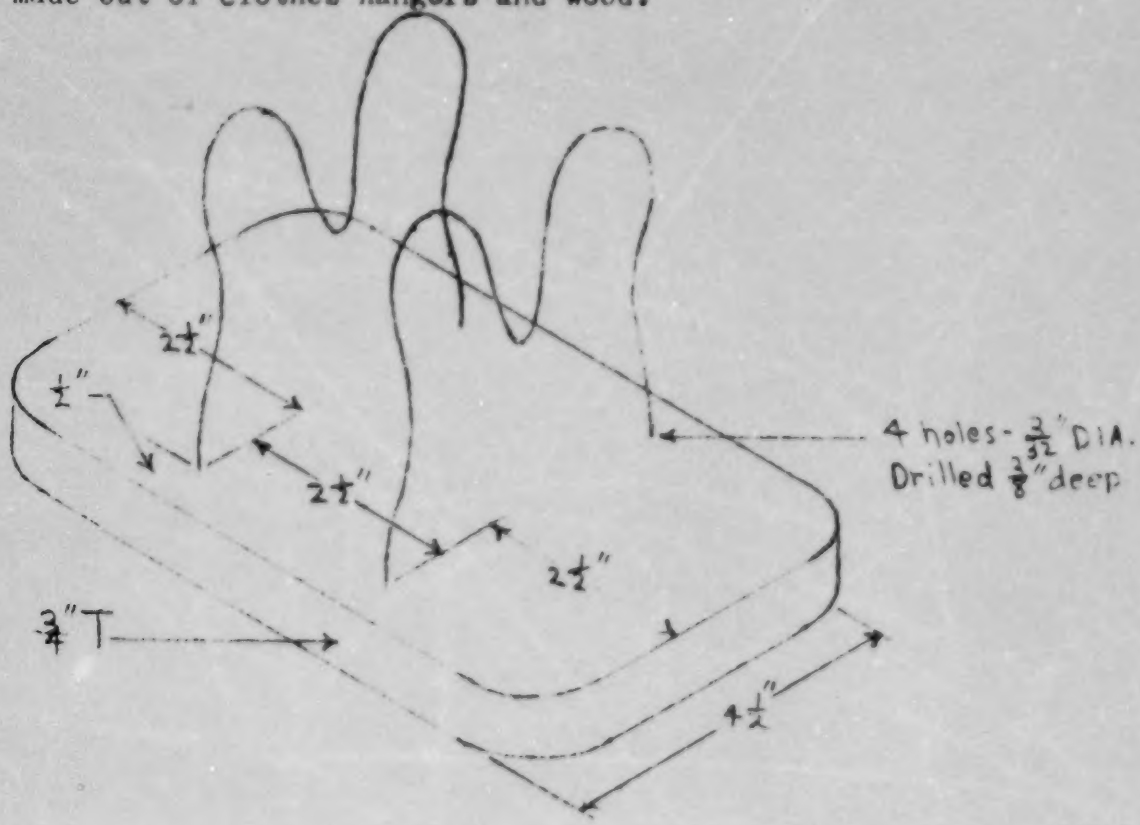
a. Hardness	e. Endurance
b. Elasticity	f. Appearance
c. Machining Properties	g. Conductance
d. Strength	

2. Experiment with material characteristics.

Divide the class into five groups and have each group experiment with preconceived testing procedures on the characteristics of aluminum, copper, steel, wood, leather, rubber, plastic, glass, paper, and cloth. Record results for discussion.

C. Build a project utilizing tools, materials, and processes.

The project will be a napkin holder that is mass-produced and made out of clothes hangers and wood.



Scale: ½" = 1"

APPENDIX D

Cox Landing Inservice Schedule

PROJECT OPEN - CABELL COUNTY
Unified Arts, Cox Landing
Inservice Schedule

September 23	Technology in Education by John Ritz
October 14	Communication Technology by Stan Bucholc
October 28	Multi-Disciplinary Activities by James Snyder
November 18	Production Technology by Bill Cupples
December 16	Transportation Technology by Les Miller

APPENDIX E

County Inservice Workshop

UNIFIED ARTS WORKSHOP
Cabell County Schools
Jan. 20, 1975

Cabell County Career Center
4:00 pm to 6:00 pm

4:00 - 4:05 pm Welcome to the Workshop

-Mrs. Irene W. Nenni, Cabell County, Vocational Specialist and Workshop Coordinator.

4:05 - 4:10 pm Introduction to the Workshop Staff

-Dr. Dave McCrory, Coordinator of Field Services, Technology Education Program, West Virginia University.

4:10 - 5:50 pm Orientation to Unified Arts:

4:10 - 4:30 Why do it? An Experiment in Unified Arts.
-Bob Habingreither, Dave McCrory, Bill Cupples, John Ritz, Demonstrators.

4:30 - 4:35 What is it? A definition of Unified Arts.
-Jerry Richter, TPTT Specialist in Unified Arts.

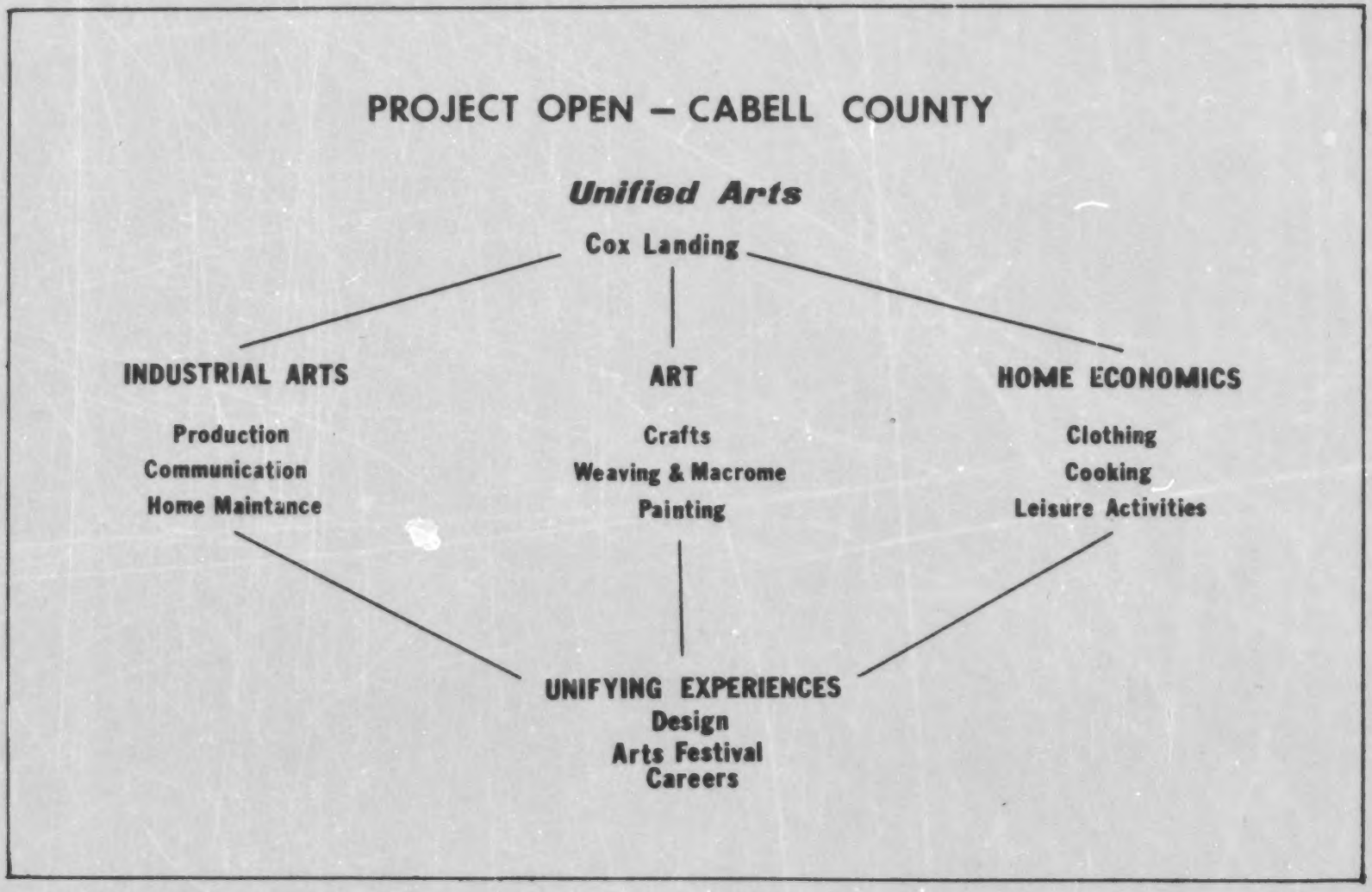
4:35 - 4:50 How is it done? Suggested ways for getting started in Unified Arts. Jerry Richter.

5:50 - 6:00 pm Evaluation of the Workshop

-Mr. Bob Habingreither, Technology Education Program.

APPENDIX F

Cox Landing Unified Arts, 1974-1975


PROJECT OPEN – CABELL COUNTY
Unified Arts
Cox Landing
INDUSTRIAL ARTS
Production
Communication
Home Maintance
ART
Crafts
Weaving & Macrome
Painting
HOME ECONOMICS
Clothing
Cooking
Leisure Activities
UNIFYING EXPERIENCES
Design
Arts Festival
Careers

UNIFIED ARTS 1974-1975
COX LANDING, WEST VIRGINIA

9/3 to 9/6	Orientation - Cooperative ideas but independent classes
9/9 to 9/10	Mass Meeting - Explanation and experiences in Unified Arts
9/11 to 10/1	Design Unit (3 weeks) rotate weekly
10/2 to 10/4	Design Experience - Construction of a design project (3 days, student selects discipline area)
10/7 to 12/6	Independent Units (9 weeks, rotate every three weeks)
12/9 to 12/20	Arts Festival (2 weeks, product production in all areas)
1/2 to 3/7	Independent Units (9 weeks, rotate every three weeks)
3/10 to 3/28	Careers Unit (3 weeks, rotate weekly)
3/31 to 5/30	Independent Units (9 weeks, rotate every three weeks)

F-3

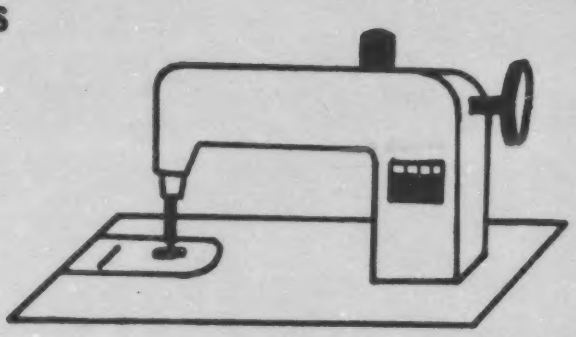
Unified Arts
1974-1975
Cox Landing

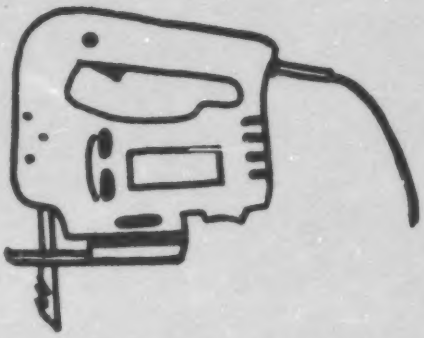
ORIENTATION	Sept. 2-Sept. 6
UNIFYING EXPERIENCE	Sept. 9-Sept. 13
DESIGN UNIT	Sept. 16-Sept. 20
DESIGN EXPERIENCE	Sept. 23-Sept. 27
INDEPENDENT UNITS	Sept. 30- Oct. 4
ARTS FESTIVAL	Oct. 7- Oct. 11
INDEPENDENT UNITS	Oct. 14- Oct. 18
CAREERS UNIT	Oct. 21- Oct. 25
INDEPENDENT UNITS	Oct. 28- Nov. 1
	Nov. 4- Nov. 8
	Nov. 11- Nov. 15
	Nov. 18- Nov. 22
	Nov. 25- Nov. 29
	Dec. 2- Dec. 6
	Dec. 9- Dec. 13
	Dec. 16- Dec. 20
	Dec. 23- Dec. 27
	Dec. 30- Jan. 3
	Jan. 6- Jan. 10
	Jan. 10- Jan. 17
	Jan. 20- Jan. 24
	Jan. 27- Jan. 31
	Feb. 3- Feb. 7
	Feb. 10- Feb. 14
	Feb. 17- Feb. 21
	Feb. 24- Feb. 28
	Mar. 3- Mar. 7
	Mar. 10- Mar. 14
	Mar. 17- Mar. 21
	Mar. 24- Mar. 28
	Mar. 31- Apr. 4
	Apr. 7- Apr. 11
	Apr. 14- Apr. 18
	Apr. 21- Apr. 25
	Apr. 28- May 2
	May 5- May 9
	May 12- May 16
	May 19- May 23
	May 26- May 30

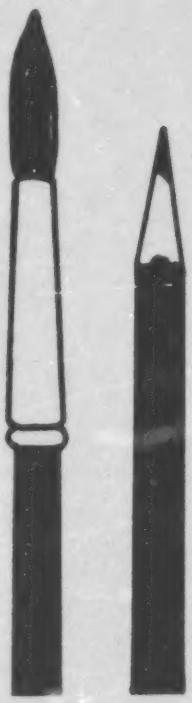
CABELL COUNTY PUBLIC SCHOOLS

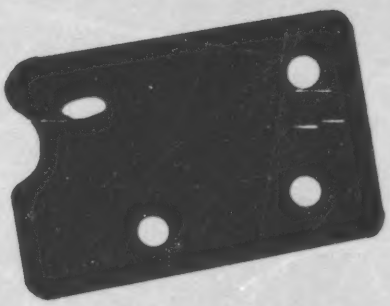
IN COOPERATION WITH
WEST VIRGINIA UNIVERSITY

UNIFIED ARTS







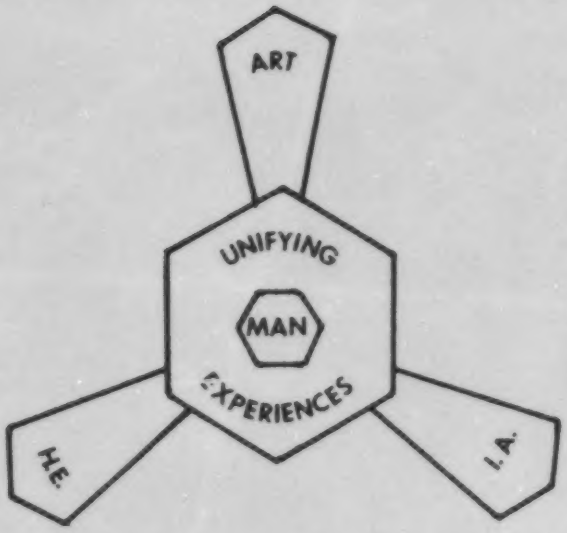


Curriculum Guide

(UNOFFICIAL DRAFT, LIMITED DISTRIBUTION)

APPENDIX G

Working Draft of the Cabell County Unified Arts Curriculum Guide



UNIFIED ARTS

RATIONALES FOR THE UNIFYING DISCIPLINES

The American Association of School Administrators has stated that the general purposes for schools are:

> The maximum development of all the mental, moral, emotional, and physical powers of the individual, to the end that he may enjoy a rich life through the realization of worthy and desirable personal goals, and
>
> The maximum development of the ability and desire in each individual to make the greatest possible contribution to all humanity through responsible participation in, and benefit from, the great privileges of American citizenship (Faunce and Munshaw, 22).

Following is a listing of some of the reasons why the disciplines of art, home economics, and industrial arts should be studied by Cabell County students:

ART:

"Art has long been associated with creativity . . . Lowenfeld describes eight basic aspects of creativity emerging from studies in the arts . . . (1) sensitivity, (2) fluency, (3) flexibility, (4) originality, (5) the capacity to redefine and reorganize, (6) the ability to abstract, (7) the ability to synthesize, (8) the ability to organize. These are a number of the basic qualities of art experiences and must be considered in the development of an art program" (Frost and Rowland, 420).

HOME ECONOMICS:

Study in home economics should be undertaken since it synthesizes "knowledge from the physical sciences, the social sciences, and the humanities in aspects of human development and family and community life to contribute to the effective education of individuals in becoming well-adjusted people, satisfactory family members, and effective wage earners" (Conner and Ellena, 123).

INDUSTRIAL ARTS:

Industrial arts "has the responsiblity for orienting students in the schools to modern industry and technology . . . Through the study of industrial arts, the purposes and functions of industry and technology are unfolded" (Conner and Ellena, 141).

Arts in Cabell County is that segment of general education which is dedicated to the preparation of creative and aesthetic awareness within the student. As a course of study, art should provide activities which are interesting, educational, and challenging. The art curriculum should focus on instruction and expression in such areas as drawing, painting, crafts, art history, and appreciation. In the middle grades art curriculum:

> There are areas to be explored, imaginations to be stirred, things to be created, skills and techniques to be developed, knowledge to be acquired, and appreciations to be gained . . . There are certain elements which appear over and over again in all art productions - color, form, line, mass, texture, space, value, etc. These should be explored, analyzed, studied, and employed (Reed, 81).

Through this art curriculum, experiences should be provided that will help the student actualize their potential in the arts. The curriculum must be based upon encouragement to explore and experiment with new media as well as new combinations of familiar materials. Unique experiences in problem solving will aid in developing self-confidence in student's creative ability which should carry over into other areas of study.

PURPOSES OF ART IN THE MIDDLE GRADES

Experiences in art are specifically designed so each student can learn to express himself creatively and develop his aesthetic abilities. The following purposes are listed to provide direction for Cabell County teachers in developing instructional programs in art:

1. To develop skills in creative expression.
2. To develop the principles and techniques needed in art expression.
3. To develop the relationship between contemporary art and daily living.
4. To develop aesthetic qualities for art appreciation.
5. To nurture satisfying avocational interests.

6. To develop problem solving abilities which carry over to daily living experiences.

7. To develop a creative awareness of art in our environment.

DESCRIPTION OF HOME ECONOMICS IN THE MIDDLE GRADES

Home Economics in Cabell County is that segment of general education which is dedicated to the preparation of students for individual and family living. Boys and girls are recognizing increasingly that the complexity of life demands that they receive some formal training in home life if they are to effectively solve the everyday living problems that confront them. The study of home economics is dedicated to this task and aims at developing those attitudes, behaviors, and skills that are required of individual and families to raise the quality and standards of their home lives.

As a course of study, home economics must be comprehensive in scope in order to keep pace with the evolving aspects of home and family life. No longer is it sufficient for home economics to consider only the techniques of food preparation and clothing construction as the totality of its curriculum. In order to meet the needs and concerns of each individual, a home economics program must provide opportunities for experiences in personal, group and family relationships; child, home and personal care; clothing selection, construction, and care; and efficient selection and consumption of home products, materials, and services. These experiences should be provided through a mixture of classroom and laboratory activities arranged so students may be participants in the learner process.

PURPOSES OF HOME ECONOMICS IN THE MIDDLE GRADES

Experiences in home economics are designed specifically to prepare the student to meet the demands of individual and family living. The following purposes are listed to provide direction for Cabell County teachers in developing instructional programs in home economics:

1. To realize that each person has a special role to play in the home and society and that his contributions are important to successful living.

2. To understand that goals and values of individuals within each home may vary with respect to differences in traditions, customs, age, and experience.

3. To appreciate the importance of manners and grooming as they relate to everyday life.

4. To understand the importance of child care and growth in family development.

5. To understand the nutritional needs and preparation of foods.

6. To develop techniques in the selection, construction, and care of clothing.

7. To acquire developmental skills as a consumer of home products.

DESCRIPTION OF INDUSTRIAL ARTS IN THE MIDDLE GRADES

Industrial Arts in Cabell County is that segment of general education which is dedicated to the preparation of students with insights into our industrial/technological society. It is a course of study in which students gain knowledge both through laboratory and classroom experiences. The instructional program in industrial arts should be designed so students have opportunitiesto investigate the technological systems of communication, transportation, and production and how they influence our way of life.

By experiences gained in classrooms and related laboratory activities, students should be able to become actively involved in planning, organizing, servicing, construction, testing, and experimenting with materials, tools, and processes related to problem solving situations. Stated in West Virginia's Guide to Industrial Arts in the Junior High School:

> The role of industrial arts in a changing society leads it to a greater wealth of content information and away from the traditional patterns of pure shop activity in which the student spends the major portion of his time constructing a useful project for the sake of developing manual skills. Rather, the problems become one of understanding and comprehension of his existence in an industrial society. This society includes among its functions not only technical competencies but also cultural, sociological, and economic changes and attitudes. It is generally understood that technical skills, however important, are only a small part of a person's ability to live and make a living in society (West Virginia Guide, 13).

In essence, it should become evident that industry and technology play an important role in our life and our society. Industrial arts can provide a means by which students can apply in practical and meaningful ways those situations and principles that have developed from the industrial/technological complex.

PURPOSES FOR INDUSTRIAL ARTS IN THE MIDDLE SCHOOLS

Experiences in industrial arts are designed specifically to prepare students with insights into our industrial/technological society. The following purposes are listed to provide for Cabell County teachers in developing instructional programs in industrial arts:

1. To develop in each student an insight and understanding of industry and technology and their place in our culture.
2. To discover and develop talents of students in the technical fields and applied sciences.
3. To develop technical problem-solving skills related to materials and processes.
4. To develop in each student a measure of skill in the use of common tools and machines.

DEFINITION AND PHILOSOPHY OF UNIFIED ARTS

UNIFIED or RELATED ARTS may be defined an "an interdisciplinary approach to the teaching of art, home economics, and industrial arts." The aim of the unified arts program is to design a co-educational "learn-by-doing" curriculum. Each discipline included in the unified arts curriculum should retain its identity, but an emphasis should be placed on overlapping similar areas of instruction wherever possible. In achieveing this goal, the developed curriculum shows the relationship among the three disciplines and thereby makes learning a more meaningful experience. In this way, the student is treated as a whole person and not segmented into individual disciplines. The ultimate objective of a unified arts program is to develop broader concepts so that the student will be better able to make realistic decisions concerning his education and vocation in the future.

RATIONALE FOR UNIFIED ARTS IN THE MIDDLE GRADES

Ths middle grades exist as a bridge in the educational development of the child between elementary and high school. The middle grades concept (middle and junior high school) has been developed to meet the needs of this child. Children in this age bracket are changing from thinking concretely to thinking abstractly. Often referred to as "transescents", in-betweenagers, these children are changing physically, socially, emotionally, and intellectually. At this stage of their lives, they differ considerable from both the elementary and high school student.

The middle grades student or transescent is:

(1) Organizing his knowledge of social and physical reality.

(2) Learning to work well in the peer group.

(3) Becoming an independent person (Weis, 583).

The intention of the middle grades is to address itself to the needs and capabilities of the transescent learners in terms of educative process as well as curriculum and physical facilities. The program for the middle grades should be characterized by programs which encourage social, emotional, and physical development as well as intellectual growth. A good middle grades curriculum offers the learner alternatives of experiences. The content should be the vehicle through which the learner develops his fundamental skills and concepts of life. The content of the middle grades curriculum then consists of high interest materials, not necessarily logically organized, which will help to produce a student who is anxious to get to high school to investigate further.

A unified arts program is logically in harmony with the goals of the middle grades. It establishes an environment so that a student can develop in the areas of exploration, skills, consumerism, careers, and leisure activities. Using the unified arts concept the student is exposed to a larger gamut of the practical and fine arts subject areas. The aim is to synthesize the individual arts into a meaningful whole. Unified arts integrates knowledge, skills, attitudes, and values between and among the arts. It is not a course, but rather a series of instructional units. By having related arts learning experiences over a two year developmental growth period, the student will have the opportunity to make individual decisions about these experiences. The end result of a student's unified arts experiences should place him in a position to cope with future career, leisure, and educational decisions.

CONTENT SOURCE FOR UNIFIED ARTS

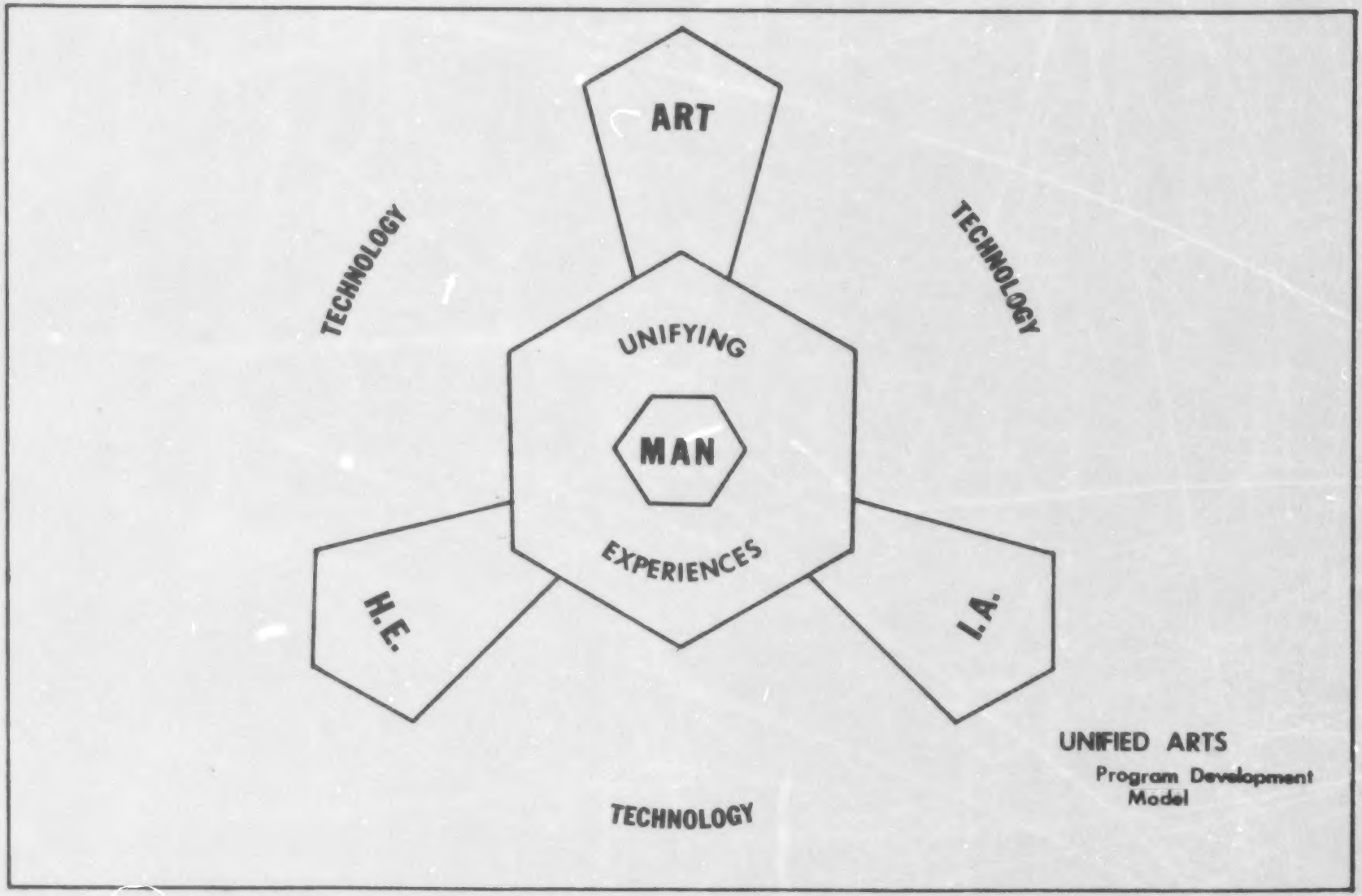
In planning for a curriculum revision and unification program, it is advantageous to identify a common body of knowledge for deriving instructional content. If the separate disciplines of art, home economics, and industrial arts are used as the content base, fragmentation would inevitably occur. Conflicts would arise concerning what to unify and what activities could be used to interlate content. A common ground must be established to develop concepts that are common to all the disciplines involved.

For this reason a content source related to the three disciplines and the needs of the students must be identified. Since technology is one of man's major endeavors and the unified arts rely upon technique for the majority of its content, it appears that technology would be a unified base for drawing program content. In addition, this curriculum guide was undertaken as a life and career awareness program for the students of Cabell County. Since we live in a complex society, both the community and the students need to understand and reflect upon this changing society. Through the study of technology these goals can be achieved.

Technology, to the surprise of some, is much more inclusive than the mere use of tools and machines. Skolimowski defines technology as:

> The totality of all man-made tools, their function and use, the material results of their application (technological products), the social impact of these products and the influence of technological change on the life of particular individuals and societies and groups (DeVore, 9).

For these reasons, technology has been chosen as the content source for this curriculum guide. A structural model of this content source appears on the following page.



UNIFIED ARTS

Program Development Model

UNIFIED ARTS PROGRAM OBJECTIVES

A unified arts program will provide experiences which will:

1. Guide the learner toward more successful relationships with peers and family through a better understanding of himself and his needs.

2. Assist the learner in adjusting to his environment through an examination of social roles and an evaluation of the expectations of his society.

3. Provide the learner with a variety of experiences so that he may discover new interests and further develop those which already exist.

4. Develop the learners basic understanding in the safe use of common tools, machines, and appliances located in the learner's environment so that he may have a workable knowledge of their function and respect for their care and use.

5. Allow the learner to work creatively with a variety of materials and help him to develop manipulative skills.

6. Develop in the learner a positive work attitude, self-direction, self-discipline, and a respect for property and the rights of others.

7. Help the learner to become familiar with a variety of vocations in our society and develop constructive uses of leisure time.

8. Accommodate the needs, interests, and potentialities of each learner.

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UNIFIED ARTS SCOPE AND SEQUENCE

SEVENTH GRADE

1 week - Unifying Experience (Introduction)

12 weeks - Independent Units (4 weeks per unit)

- Art: Drawing
  - Pencil, charcoal and ink
  - Color
  - Types
    - Contour
    - Gesture
- Home Economics: Family Management
  - Grooming
  - Home care
  - Manners
  - Child care
- Industrial Arts: Communications
  - Concept of Communication
  - Sketching and drafting
  - Graphic communications
  - Electronic communications

4 weeks - Unifying Experience (Design Unit)

15 weeks - Independent Units (5 weeks per unit)

- Art: Introduction to crafts
  - Stitchery
  - Weaving
  - Macrame
  - Enameling
  - Ceramics
  - Decoupage
- Home Economics: Clothing & textiles
  - Hand stitching & repair
  - Material analysis
  - Clothing care
  - Machine sewing
- Industrial Arts: Production
  - Tool
  - Materials
  - Processes
  - Mass production

4 weeks - Unifying Experience (Enterprise crafts fair)

UNIFIED ARTS SCOPE AND SEQUENCE

EIGHTH GRADE

1 week - Unifying Experience (Introduction)

12 weeks - Independent Units (4 weeks per unit)

- Art: Painting
  - Thumbnail sketching
  - Painting techniques
  - Water, oils, and acrylic
- Home Economics: Production Sewing
  - Pattern selection & alternation
  - Machine technqiues
  - Production sewing
- Industrial Arts: Production enterprise
  - System elements
  - Resource elements
  - Coordinating elements

4 weeks - Unifying Experience (Careers)

15 weeks - Independent Units (5 weeks per unit)

- Art: Advanced creative endeavors
  - Crafts or
  - Drawing or
  - Painting
  - Printing technique
- Home Economics: Understanding foods
  - Nutrition
  - Kitchen tool and conveniences
  - Measuring & mixing
  - Planning & consumerism
  - Cooking experience
- Industrial Arts: Construction
  - Getting ready to build
  - Classifying structure
  - Servicing property & home maintaining

4 weeks - Unifying Experience (Model Community)

INTRODUCTORY UNIFYING EXPERIENCE
EIGHTH GRADE
One Week

GOAL:

To create an enthusiastic unifying experience which will interest and aid the student in understanding the concepts and purposes of unified arts.

RATIONALE FOR UNIT:

Since the student is beginning his second year in the study of unified arts, it would seem appropriate that he begin the program with a unifying experience which would reinforce the relationships that exist between art, home economics, and industrial arts. By developing a creative product in the artly days of the course, it is hoped that new interests will be cultivated and that the student will continue to experience the unifying features of the three disciplines. In addition, when the product is completed and taken home, it is hoped that it will arouse parent's interest toward their child's education in unifed arts.

OBJECTIVES FOR UNIT:

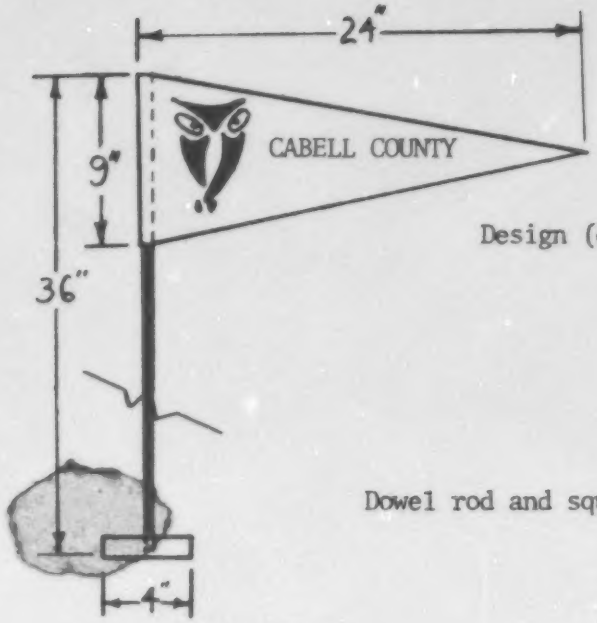
1. To develop an awareness of the planning and cooperation involved in the production of group products.
2. To experience the interrelatedness of the art, home economics, and industrial arts processes.
3. To participate, through a hands-on activity, in the construction of a project.

POSSIBLE ACTIVITIES:

This activity is intended to be a creative endeavor which demonstrates the relationships of the processes used in the three unifying disciplines. It should be pre-planned by the teachers and take place in one

common classroom if possible. Possible activities that could be incorporated to meet the above objectives could include:

SCHOOL PENNANT

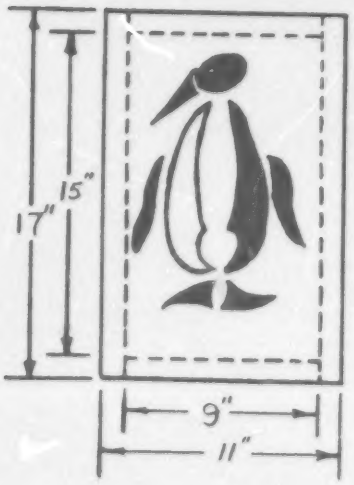


Felt (cut and sewn by home economics.)

Design (designed and silk screened by art.)

Dowel rod and square base (cut and stain by industrial arts.)

DECORATION PICTURE



Frame (cut and fasten by Industrial Arts, 1 inch frame.)

Design (figure to be placed on background shoud be designed by the art class.)

Select, cut and fasten design to background by the home economics class.

Burlap or muslin background.

NOTES:

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ART INDEPENDENT UNIT
PAINTING
EIGHTH GRADE
TWELVE WEEK UNIT - FOUR WEEK BLOCKS

GOAL:

To provide the student with the knowledge, skill, and values to express his observations, individual emotional reactions, or to communicate an idea via the painting media.

RATIONALE FOR UNIT:

Experiences in painting should be provided in the art program since they can provide for creative self expression employing form, color, and texture. In painting a wide variety of tools and combinations of media can be used to express moods, personal feelings, interpretations, and observations. Painting is a valuable media because when it is used it provides for freedom to create. It aids in developing the imagination and a sensitivity to color, line, form, and emotional design. Through experiences encountered in painting the student should develop a personal appreciation of different styles of painting as well as develop an aesthetic awareness of his environment.

OBJECTIVES FOR UNIT:

1. To prepare thumbnail sketches of subject matter to be painted.
2. To describe the purpose of and demonstrate the three brush techniques, used in painting.
3. To produce secondary colors by combining primary colors.
4. To describe the effects that can be created by using differing textured surfaces in painting.
5. To experiment with watercolors, acrylics, and oils to observe the magnitude of effects that can be created with each media.
6. To produce a painted art work that will allow the student to experiment with various media and techniques that may increase his interest in the area.

POSSIBLE ACTIVITIES:

1. Demonstrate the procedures to be followed in making thumbnail sketches.
2. Have the student prepare a number of thumbnail sketches to be used later for paintings.
3. Demonstrate and allow the student to practice differing brush techniques used in painting.
4. Have the students produce a color wheel of the primary and secondary color using the three primary colors.
5. Demonstrate and allow the student to experiment with different textured painting surfaces.
6. Demonstrate and allow the student to experiment with water color, oil, and acrylic paints.
7. Allow the student to experiment in painting.

NOTES:

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Films from Cabell County Curriculum Materials Center:

Film Number	Title
1456	Art: Brush Techniques
4526	Art: Color and Pigment
1495	Autumn Color
4000	Color of Life
1511	Discovering drawing and painting
4046	Art, Discovering composition in
4045	Art, Discovering harmony in

HOME ECONOMICS INDEPENDENT UNIT
PRODUCTION SEWING
EIGHTH GRADE
TWELVE WEEK UNIT - FOUR WEEK BLOCKS

GOAL:

To acquire developmental skills in textile and pattern selection and machine technique for clothing production.

RATIONALE FOR UNIT:

The major reasons for teaching a unit in sewing and clothing production are that they will provide knowledge and developmental skills in pattern selections and alternation, machine techniques, and textile construction procedures so the student can become a better homemaker. A person who has had experiences in textile can select ready-made clothes more intelligently, can develop individuality in his clothing, can produce more variety and color in his wardrobe, can be better informed in fabric selection, can produce his own articles of clothing, can produce articles to aid in decorating the home, can make gifts that are individual and inexpensive, and can have the satisfaction of creating something.

OBJECTIVES FOR THE UNITS:

1. To select appropriate patterns to use in the production of clothing and household articles.
2. To be able to alter clothing patterns to fit the particular body proportions of the individual.
3. To become competent in using the sewing machine.
4. To produce wearable article of clothing or home decoration using the sewing machine.

POSSIBLE ACTIVITIES:

1. Study and select a pattern to sew an article of clothing or home decoration.
2. Develop or alter a pattern to meet the needs of the individual situation.

3. Use the sewing machine to produce textile products.
4. Experiment with sewing machine attachments in producing textile products.
5. Sew clothing or home decorations of the students choice.

NOTES:

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Audio-visuals aids in the Cabell County Curriculum Materials Center:

Film Number	Title
4459	Sewing Skills, Basic
T 702	New Development in Fabrics
T 703	Getting to Know you Through Your Clothing
T 705	What to Wear When
F 2600	Tools for Sewing
F 2601	Patterns Choice and Use
F 2602	Sleeves and Neckline Treatments
F 2603	Buttonhole Types
F 2604	Cutting and Construction
F 2605	Selection and Treatment of Fabrics

F 2606	Machine Stitching and Seams
TR 680	Sewing Series

INDUSTRIAL ARTS INDEPENDENT UNIT
THE PRODUCTION ENTERPRISE
EIGHTH GRADE
FOUR WEEK BLOCKS - TWELVE WEEK UNIT

GOAL:

To work with the elements of an enterprise to gain an understanding of how they function in producing goods and services.

RATIONALE FOR UNIT:

Since we live in an industrial/technological society, it is important for students to understand this society. The reason for studying industry and technology is that in the future the student will have to take on an active role as a contributing member of this society. Industry and technology are the basis of our society and economy. If students study and understand the elements of industry, it follows that they will better understand their society. To grasp an understanding of the industrial enterprise, it is important to examine its elements to see how they interact so the entire system may function. The elements of an enterprise may be divided into the categories of system, resource, and coordinating elements. The systems elements include research and development, production, marketing and distribtuion, and maintenance and service; the resource elements are manpower, materials, property, finance, and power and energy; and the coordinating elements are management and communications. If these concepts and their interrelatedness are understood, the student will better understand the production enterprise and its place in our society.

OBJECTIVES FOR UNIT:

1. To fabricate a mass produced object that entails the elements of industry.
2. To list and describe the elements that are the basis of all production enterprises.
3. To explain how the elements of industry relate in the production of goods and services.

4. To incorporate the class in the establishment of an enterprise to produce and market a good or service.

POSSIBLE ACTIVITIES:

1. Plan and mass produce a product that incorporates the elements of an enterprise, including research, communication, management, finance property, energy, relationships, procurement, materials, processes, production, marketing and transportation.

2. Discuss and research the elements that comprise an enterprise.

3. Discuss the procedures to be followed in the organization of a production enterprise.

4. Establish a student directed enterprise that is based on the elements of industry including the selling of stocks and the marketing of the produced good or service.

NOTES:

REFERENCES:

Junior Achievement, Junior Achievement Company Manual, New York, Junior Achievement, Inc., 1970.

American Industry Project, Level I American Industry Instructors Guide, Vol. I & II, Menomonie, Wisconsin, University of Wisconsin-Stout, 1967.

Industrial Arts Curriculum Project, The World of Manufacturing, Bloomington, Illinois, McKnight & McKnight Publishing Company, 1971.

FILMS:

American Business System: Financial Management, Rental: $5.90 B & W, 29 mins., Audio-visual Center, Indiana University, Film #BS-100.

American Business System: How it Evolved, Rental: $5.40 (1953) B & W, 29 mins., Audio-visual Center, Indiana University, Film #BS-95.

American Business System: Production & Marketing, Rental: $5.40 (1960) B & W, 29 mins., Audio-visual Center, India.a University, Film #CS-606.

Automation - What is it? IOP 462, Free (1955) B & W, 12 mins., National Association of Manufacturers.

Basic Elements of Production, The, Free (1954) B & W, 13 mins., Encyclopedia Britannica Films.

Eddie Incorporated, Rental: $1.50 (1960) Color, 30 mins., The American Legion.

Factory: How a Product is Made, Rental: $4.50, color, 13 mins., Film #4226, Bureau of Audio-visual Instruction, P. O. Box 2093, 1312 W. Johnson Street, Madison, Wisconsin 54701.

UNIFYING EXPERIENCE
EIGHTH GRADE
CAREERS
Four Weeks

GOALS:

1. To expose students to the world of work vicariously or simulated to the extent that they have some comprehension of the diversity and complexity of work alternatives.

2. To assist students in developing an appreciation of the dignity and value of work as the means by which people meet personal needs, satisfy life goals, and contribute to their society.

3. To provide students with a knowledge and understanding of categories of work and its basic elements of data, people, and things thus providing for an early development of a conceptual framework of the world of work (Career Education, Cabell County Public Schools, 1).

RATIONALE FOR UNIT:

Career education is an integral and inseparable part of a total education program. Each individual should have the opportunity throughout his occupational life to advance to his highest potential consistent with his abilities, interest and desires and the needs of society. This ideal can most easily be met if education is provided in career exploration and its related possibilities. From experiences gained through career exploration in the middle grades, students are provided with opportunities to investigate various vocational interests through hands-on experiences, field trip observations, guest speakers, and related classroom instruction. If properly developed, a career education unit should provide students with the knowledge, skills, and values needed to make fulfilling career choices in his future.

OBJECTIVES FOR UNIT:

1. To explore a number of occupations available within the art, home economics, and industrial arts areas in order to gain information about workers in various occupational areas.

2. To explore the relationships of various occupations to everyday experiences and surroundings.

3. To become aware of the various educational and vocational requirements for various occupational levels.

4. To realize that certain abilities are essential for various occupational families.

5. To relate educational skill development and self information to worker skill requirements.

6. To become aware of the responsibility for planning and selecting a career.

POSSIBLE ACTIVITIES:

1. Develop an outline for analyzing a career including job title, job description, training required, education required, estimated salary, employment location, and job requirements.

2. Informal discussions of what types of careers exist within the areas of art, home economics, and industrial arts.

3. Arrange for field trips to facilities that have occupations related to art, home economics, and industrial arts.

4. Invite guest speakers from occupational areas related to the art, home economics, and industrial arts areas.

5. Research selected occupations related to the art, home economics, and industrial arts areas using a job analysis outline.

6. View movies relating to various job clusters in the arts, home economics, and industrial arts areas.

7. Write letters of application for jobs listed in the local newspaper.

8. Using video taping equipment, simulate and record job interviews.

NOTES:

REFERENCES:

Career Analysis Study Outline (Provided in this section).

Cabell County Public Schools, A Guide for Career Education, Huntington, West Virginia Cabell County Public Schools, 1973.

Holden, Donald, Art Career Guide, New York, Watson-Guptill, 1961.

Science Research Associates, Handbook of Job Facts, Chicago.

_____, Job Family Series Booklets: "Jobs in Art," Chicago.

_____, Job Family Booklets: "Jobs in Professional Home Economics," Chicago.

U. S. Department of Labor, Occupational Outlook Handbook, Washington, D. C.,U. S. Government Printing Office, 1975.

The Encyclopedia of Careers and Vocational Guidance, Volume I and II, Chicago, J. G. Ferguson Publishing Company, 1967.

Feingold, S. Norman and Swerdloff, Sol., Occupations and Careers, New York, McGraw-Hill Book Company, 1969.

Kaufman, Willian I., 1001 Top Jobs for High School Graduates, Bantam Books, Inc., 1965.

Lang, Carole J., Handbook of Job Facts, Chicago, Science Research Associates, Inc., 1973.

Audio-visual aics in the Cabell County Curriculum Materials Center:

Film Number	Title
FR 1536	What Else do Fathers do?
FR 1537	Just What do Mothers do?
FR 1547	Home Economics
FR 1545	Personal Services
FR 1546	Technical and Industrial
FR 1539	The Electrical Workers
FR 1540	The Gas and Oil Workers
FR 1541	The Telephone Workers
FR 1534	Super-Market
FR 1535	Service Station
TR 326 (0)	Automotive Foundry

TR 607	Job Application and Interview
FR 1232	Covers in Advertising
FR 1228	Careers in Fashion Design
FR 1227	Careers in Fine Arts
FR 1233	Careers in Illustration
FR 1235	Careers in Photography
4719	Technicians in Our Changing World
F 2775	Working in Our Town

ART INDEPENDENT UNIT
ADVANCED CREATIVE GROWTH
EIGHTH GRADE
FIVE WEEK BLOCK - FIFTEEN WEEK UNIT

GOAL:

To allow the student time to express himself and develop his artistic interests through the art media of his choice.

RATIONALE FOR UNIT:

Art is a universal form of communication which enables man to express and convey his ideas, feelings, experiences, knowledge, and understandings. It is a means of providing an imaginative and creative approach to problems in our complex society. Since man possesses an inherent urge to create, he should be provided with an outlet for his self-expressing urge. He should be allowed to use his imagination and developing techniques to express himself, whether it be through drawing, painting, crafts, sculpture, etc. By providing a designated environment in which the student can express his ideas, feelings, experiences, knowledge, and understandings, we are providing a means of balanced growth and development for every student.

OBJECTIVES FOR UNIT:

1. To provide opportunities for the stimulation of the imagination.
2. To provide opportunities for the satisfaction of the desire for creative experiences.
3. To provide for the enjoyment of art and the thrill of discovery.
4. To produce a work of art in one or more of the following areas: drawing, painting, ceramics, enameling, mosaics, jewelry, weaving, stitchery, hooked rugs, batik, or decoupage.

POSSIBLE ACTIVITIES:

1. Provide the materials and resources so the student may explore artistic expression by painting, drawing or crafts.

2. Prepare art projects for the annual county art exhibit.

3. Complete any unfinish art projects from previous art units.

NOTES:

REFERENCES:

Baker, Rachel, All About Art, Fine Arts Publication, Inc., 1971.

Barkan, Manuel, Through Art to Creativity, Allyn and Bacon, 1950.

Beittel, Kenneth R., Mind and Context in the Art of Drawing, Holt, Rinehart, and Winston, 1972.

Bhatia, Hansraj, Crafts in Education, New York, Asis Publishing House, 1962.

Brooks, Leonard, Painting and Understanding Abstract Art, New York, Reinhold Publishing Corporation, 1964.

Chamberlin, Mary W.,Guide to Art Reference Books, Chicago, Library Association, 1959.

Ellis, Mary Jackson, Creative Art Ideas, Minneapolis, T. S. Denison, 1959.

Gaitskell, Charles D., Arts and Crafts in Our Schools, Toronto, Ryerson Press, 1949.

_____, Art Education During Adolescense, New York, Harcourt and Brace, 1965.

Herberts, Kurt, The Complete Book of Artists Techniques, New York, Praeger, 1958.

Ickis, Marguerite, Arts and Crafts, New York, A. S. Barnes and Company, Inc. 1943.

LaBage, Lura, Do Your Own Things With Macrame, New York, Watson-Guptil, 1973.

Lemos, Pedro Joseph, Applied Art, Drawing, Painting, Design and Handicrafts, Portland, Pacific Press Publishers Assocation, 1920.

Mattil, Edward, Meaning in Crafts, Englewood Cliffs, N.J., Prentice-Hall, 1971.

Onslow-Ford, Painting in the Instant, New York, Harry N. Abrams, Inc.

Robertson, Seonaid M. Creative Crafts in Education, London, Routledge and Kegan Paul, Ltd. 1952.

Roukes, Nicholas, Classroom Craft Manual, San Francisco, Fearon Publishing, 1966.

Wankelman, Willard F., A Handbook of Arts and Crafts for Elementary and Junior High School Teachers, Dubuque, W. C. Brown Co., 1968.

HOME ECONOMICS INDEPENDENT UNIT
UNDERSTANDING FOODS
EIGHTH GRADE
FIVE WEEK BLOCKS - FIFTEEN WEEK UNIT

GOAL:

To develop attitudes and fundamental skills toward the needs and efficient preparation of food which will promote good health and vitality.

RATIONALE FOR UNIT:

As civilization has developed, more foods have become available to man. Although these foods have been highly refined in preparation, many of their nutritive values present in the natural forms have been eliminated. In addition, elaborate methods of cooking, as well as the use of rich sauces and strong flavors, have developed food tastes which man satisfies despite the lack of their nutritional values. Too often man satisfies his appetite but does not satisfy his body needs. To protect his health and build an efficient body, man needs more training in the development of his diet. As important as knowledge of the composition of food and their nutritional values are for the development of a health body, they are not the only information that man needs to know about his foods. He must also know about the principles and procedures used in purchasing and preparing his food to plan for a healthy life in his future.

OBJECTIVES FOR UNIT:

1. To describe the functions that food provides for the human body.
2. To list and describe the essential nutrients found in food.
3. To list and describe the basic food groups available to man.
4. To identify and properly use kitchen tools and conveniences.
5. To properly use measuring instrument in the preparation of a meal.
6. To efficiently plan and purchase food sources for a balanced nutritional meal.

7. To properly prepare a satisfying nutritional meal.

POSSIBLE ACTIVITIES:

1. Discuss the functions that food provides for the human body.
2. View films on the nutritional value of foods.
3. Discuss and view films on the basic four food groups.
4. Work and experiment in using common kitchen tools and conveniences.
5. Experiment in using kitchen measuring instruments.
6. Plan meals that incorporate proper proportions of the basic food groups and provide appealing color, taste, and texture.
7. Work with newspaper ads in planning an economical nutritional menu.
8. Prepare meals and snacks based upon nutritional and economical food products.
9. Play commercial games available on nutritional foods.
10. Work with budgets in planning nutritional menus.

NOTES:

REFERENCES:

Pollard, L. Belle, Experiences with Foods, Boston, Ginn & Company, 1968.

Barclay, Marions & Campion, Frances, Teen Guide to Homemaking, New York, McGraw-Hill Book Company, 1973.

Audio-visual aids in the Cabell County Curriculum Materials Center:

Film Number	Title
F2608	Understanding Cooking Terms

F 2609	Buying Food Wisely
F 2610	Safety in the Kitchen
F 2611	Organizing and Preparing Meals
F2612	Planning Meals for Nutrition
F 2614	Measuring Accurately
F 2615	Serving Meals Attractively
T 696	Teenager and Obesity
T 697	Food Facts and False Claims
T 698	Diet Variety for Health
T 699	Better Meals for Your Money
TR 341 (o)	Ways with Foods
TR 347 (o)	Meat Selection & Preparation
TR 349 (o)	Planning, Selecting, Saving
TR 350 (o)	Interpreting a Recipe
F 2876	Food Preparation Center

INDUSTRIAL ARTS INDEPENDENT UNIT
CONSTRUCTION TECHNOLOGY
EIGHTH GRADE
FIVE WEEK BLOCKS - FIFTEEN WEEK UNIT

GOAL:

To work with the major concepts of construction technology to gain the basic knowledge and developmental skills associated with this area.

RATIONALE FOR UNIT:

The study of construction technology provides an opportunity for the student to become more familiar with the man-made world around him - the constructed world. The student lives in a house or apartment which has been constructed. He travels over roads, railways, and streets that have been built for safe travel. He studies in a school and members of his family work in factories, office buildings, or other structures built for special purposes. All buildings, bridges, dams, roads, and tunnels are forms of construction. Our society has developed in a constructed world and has become dependent upon our constructed environment. Since the student lives in a constructed environment and will someday buy or rent a home and will probably be required to maintain this structure, it is important that he be provided with the opportunity to study this area of technology so he may gain the knowledge and skills needed for future decisions dealing with the world of construction.

OBJECTIVES FOR UNIT:

1. To list and describe the following major stages, required in construction of a structure: cleaning the site, earthmoving, constructing the foundation, erecting the superstructures, installing utilities, and finishing the project.
2. To plan and build a model of a living structure.
3. To develop skills in consumer knowledge in the area of home construction, including material costs, building codes, and property assessment.

4. To develop skills in basic home maintenance, including repair of electrial cords, changing faucet washers, testing electrial appliances, house painting, concrete pouring, and caring for hand tools.

POSSIBLE ACTIVITIES:

1. Analyze and discuss the stages that must be developed in the construction of a structure.
2. Using the necessary building supplies, plan and construct a model cross section of a single story home.
3. Disassemble the model home and salvage all possible materials.
4. Work on problems on selecting the site to build a home.
5. Work on problems on planning a living space.
6. Work on problems concerning estimating on home repair.
7. Develop activities on common home maintenance problems such as changing washers, repairing plugs, testing electrical appliances, painting, puring concrete, etc.

NOTES:

REFERENCES:

Industrial Arts Curriculum Project, The World of Construction, Bloomington, Illinois, McKnight & McKnight Publishing Company, 1970.

Mix, Floyd and Pritchard, E. C., All About House Wiring, Homewood, Illinois, The Goodheart-Willcox Company, Inc., 1962.

Woodin, James C., and Hayes, Louis E., Home and Building Maintenance, Bloomington, Illinois, McKnight & McKnight Publishing Company, 1969.

UNIFYING EXPERIENCE
EIGHTH GRADE
MODEL COMMUNITY
Four Weeks

GOAL:

To construct a model of the local community that will act as a culminating unifier for all the knowledge, skills, and values gained through the unified arts program.

RATIONALE FOR UNIT:

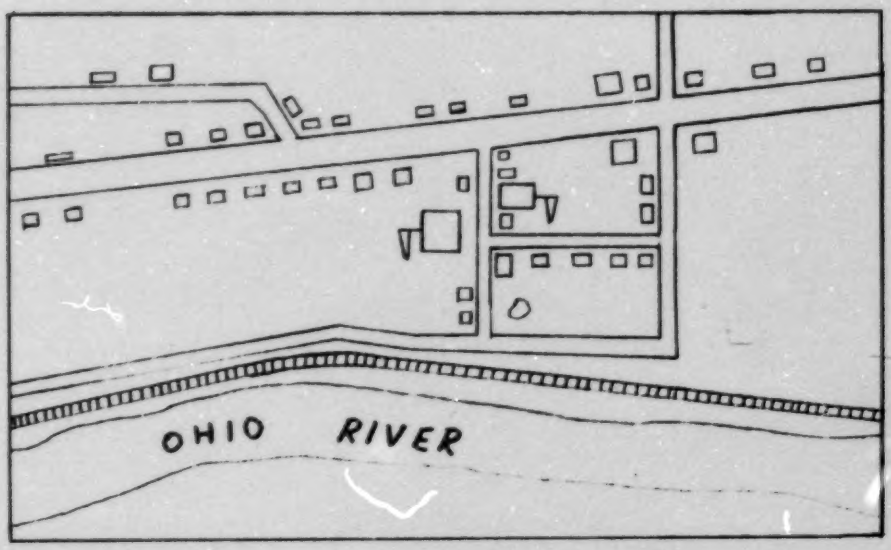
The aim of the unified arts program is to synthesize the individual arts into a meaningful whole. This is done, as in other programs, to better prepare the student to cope with future decisions toward life, education, and careers, and consequently making him a better contributor to society. Because the majority of human interactions and decisions take place in the local community, the construction of a model of this environment can serve as an excellent learning experience. An activity of this nature relates well to the overall objectives of the unified arts program. In particular, this unifying experience will "assist the learner in adjusting to his environment through an examination of social roles and an evaluation of the expectations of his local society."

OBJECTIVES FOR UNIT:

1. To plan the construction of an improved version of the local community.
2. To list and describe a number of factors that relate to community development (examples, natural resources, transportation, zoning, industry, recreational areas, etc.)
3. To construct a model of the local community.

POSSIBLE ACTIVITY:

This activity is intended to be creative endeavor that will demonstrate the relationships of the unifying disciplines in an actual life experience. Since the activity will involve a number of students, it is suggested that the teachers sub-divide the community into sections so all students will be involved in planning and construction. The final display should bring the various sections together producing a model of the total community. A sample of the display could be as follows:



Buildings constructed of painted wood and cardboard.

Contours constructed of cardboard or paper mache.

Community should be built on 3/4 inch plywood.

Alternative Activity:

A possible altervative for the model community could be the construction and use of a hot dog and/or candy stand. This could be used at school activities or during the school lunch period so the students may tie together many of the concepts they experienced in unified arts.

NOTES:

REFERENCES:

Lux, Donald G. and Ray, William E. The World of Construction, Bloomington, Illinois 1970.

Weidhass, Ernest R. Architectural Drafting and Construction, Boston, Allyn and Bacon, Inc 1974.

Jencks, Charles, Architecture 2000, New York, Praeger Publishers, 1973.

Film from the Cabell County Curriculum Material Center:

F2776 Future of Our Town.

APPENDIX H

Cox Landing School Schedule

UNIFIED ARTS SCHEDULE

	1	2	3	4		5	6	7
ASHWORTH	INDUSTRIAL ART 9	IND. ARTS 9		UNIFIED ARTS 8		UNIFIED ARTS 8	UNIFIED ARTS 7	UNIFIED ARTS 7
FRAGULIS	HOME ECONOMICS 9	HOME ECONOMICS 9		UNIFIED ARTS 8		UNIFIED ARTS 8	UNIFIED ARTS 7	UNIFIED ARTS 7
LAMBERT	ART 9	ART 9		UNIFIED ARTS 8		UNIFIED ARTS 8	UNIFIED ARTS 7	UNIFIED ARTS 7
MAYS	MEDIA 9	GEOGRAPHY 7	W.VA. HISTORY 8	GEOGRAPHY 7			W.VA. HISTORY 8	W. VA . HISTORY 8
FERRELL	AMERICAN STUD. 9		GEOGRAPHY 7	AM. STUDIES 9		GEOGRAPHY 7	AM. STUDIES 9	GEN. BUS. 9
BROWN	GYM/GAMES 7	GYM/GAMES 8	GYM/HEALTH 9	LIFE. SPORTS 9		AM. STUDIES 9	OFFICE	
ASHWORTH		ENGLISH 9	ENGLISH 7	ENGLISH 7		ENGLISH 9	ENGLISH 9	ENGLISH 9
MAYNARD	ENGLISH 8	ENGLISH 7	LIBRARY	LANGUAGE ARTS 8			LANGUAGE ARTS 7	LANGUAGE ARTS 9
E. STORM	MUSIC 7	MUSIC 8	ENGLISH 8	GLEE CLUB 9		ENGLISH 7	ENGLISH 8	
TONY	MATH 8	ALGEBRA 9	MATH 8			ALGEBRA 9	MATH 9	MATH 9
PORTER	E. SCIENCE 9	MATH 7	MATH 7	E. SCIENCE 9		E. SCIENCE 9	SCIENCE 8	
LITTON	SCIENCE 8	SCIENCE 7	SCIENCE 7	SCIENCE 7		SCIENCE 7		SCIENCE 8
M. STORM	GYM/GAMES 7	GYM/GAMES 8	GYM/GAMES 9	MATH 7		MATH 7		MATH 8
HARSHBARGER						BAND 8	BAND 9	BAND 7

APPENDIX I

Elementary Technology Unit Plan

UNIT ON PLASTICS

I. Types of Plastics
   - A. Hard Plastics
   - B. Soft Plastics
   - C. Transparent Plastics
   - D. Decorative Plastics
   - E. Resistant Plastics
   - F. Plastic Fibers & Fabrics

II. Special Uses of Plastics
   - A. In Industry
   - B. In Home Building & Architecture
   - D. In Medicine
   - E. In Science

III. How Plastics Are Made
   - A. Making Synthetic Resins
   - B. Making Plastic Products
   - C. Construct an Art Project

IV. Development of Plastics
   - A. The Invention of Celluloid
   - B. The Invention of Bakelite

V. The Plastic Industry

VI. Career Opportunities

VII. Plastic Hobbies

APPENDIX J

Sample of Daily Log

FROM: John M. Ritz

SUBJECT: Project Open - Cabell County

TOPIC: Daily Log

DATE: April 1-4, 1975

On Tuesday, April 1, I continued to review literature on Cabell County's proposed middle school plan. Two papers, Questions of Middle Schools and Cabell County Educational Plan, were studied to gather student needs previously identified by the county. Assumptions were also pulled from these papers to use in the county Unified Arts Curriculum Guide. These needs and assumptions will be added to my present list for later use in the county guide.

On Wednesday I spoke with Irene Nenni, the county Home Economics Supervisor, concerning the project. She stated that she had not visited Cox Landing this week. The summer Unified Arts Workshop was discussed. Irene spoke with Mr. Griffis concerning the stipend for the workshop. They decided that it would not be necessary to give one to the teachers. Instead, they plan to give the teachers inservice credits for attending. Irene mentioned that the workshop may be changed from a three day session in the summer to three separate sessions throughout the school year. Her and I will discuss the workshop on my next county visitation.

Wednesday evening I talked with Mary Fragulis to see how the project was progressing at Cox Landing. She indicated that the last field trip was successful and the students were now beginning a new independent unit. I mentioned that we would be discussing the units for next year during their prep period on Monday.

At this time I have received responses from 43 states and territories identifying 48 unified arts programs. A letter and survey were drafted and typed attempting to obtain responses from the remaining 12 states. These letters were addressed to the state industrial arts supervisors instead of the directors of instruction. They will be mailed on Friday. I hope to have round two of the survey in the mail before the end of the month. This survey will be sent to the identified unified arts programs from the initial survey.

An article on unified arts was received from John Anghelone of New Jersey. John gave a presentation at the A.I.A.A. convention on "Unified Arts in the Middle School." I had already obtained the article in my literature review.

Finally, I composed a scope and sequence of unit topics for the Cabell County Unified Arts Curriculum Guide. These were prepared in chart form and will be discussed at my Cabell County visitation before I begin developing the curriculum guide.